

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140108 P015B140108

Columbia University/Trustees

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Trustees of Columbia University in the City of New York

* b. Employer/Taxpayer Identification Number (EIN/TIN):

13-5588093

* c. Organizational DUNS:

0491794010000

d. Address:

* Street1: 615 West 131st Street

Street2: Room 254, Mail Code 8725

* City: New York

County/Parish: New York

* State: NY: New York

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 10027-7922

e. Organizational Unit:

Department Name:

South Asia Institute

Division Name:

Arts & Sciences

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Prof.

* First Name: Akeel

Middle Name:

* Last Name: Bilgrami

Suffix:

Title: Director

Organizational Affiliation:

South Asia Institute, Columbia University

* Telephone Number: (212) 854-4662

Fax Number: (212) 854-4639

* Email: ab41@columbia.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.105 A & B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships

* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 and 053014-002

* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program CDFA Number 81.015A
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships CDFA Number 81.015B

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="634,500.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="634,500.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

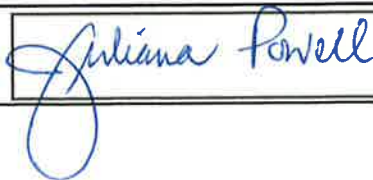
* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:



* Date Signed:

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Prof	Akeel		Bilgrami	

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

2. Novice Applicant:

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


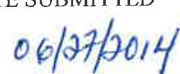
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Juliana Powell 	TITLE Associate Director of Operations, Morningside Office of Sponsored Programs	
APPLICANT ORGANIZATION Trustees of Columbia University in the City of New York		DATE SUBMITTED 

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

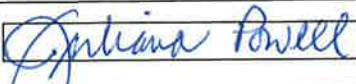
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Trustees of Columbia University of the City of New York	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Juliana"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Powell"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate Director of Operations, Sponsored Programs Administration"/>	
* SIGNATURE: 	* DATE: <input type="text" value="06/27/2014"/>

Columbia University
GEPA Section 427 Statement - 2014

Columbia University is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. As an institution, Columbia University is committed to the principles of equity and excellence and actively pursues both, adhering to the belief that equity is the partner of excellence. In furtherance of this commitment, Columbia has implemented policies and procedures that seek to ensure that its employment and educational decisions are based on individual merit and not on biases or stereotypes.

As an equal opportunity and affirmative action employer, Columbia University does not discriminate against or permit harassment of employees or applicants for employment on the basis of membership in a Protected Class. As set forth in the University's Policies and Procedures on Discrimination and Harassment, the University does not discriminate against or permit harassment of employees or applicants for employment on the basis of race, color, sex, gender (including gender identity and expression), pregnancy, religion, creed, national origin, age, alienage and citizenship, status as a perceived or actual victim of domestic violence, disability, marital status, sexual orientation, military status, partnership status, genetic predisposition or carrier status, arrest record, or any other legally protected status. This policy applies to all personnel decisions, including recruitment, hiring, and promotion.

As an equal opportunity and affirmative action educational institution, Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs or permit the harassment of any student or applicant for admission on the basis of membership in a Protected Class. The University provides students who believe that they have been the subject of discrimination or harassment with mechanisms for seeking redress.

Columbia University is also committed to fostering a working, learning and living environment that is accessible to persons with disabilities. The University conducts an on-going program to remove physical barriers and each year, it makes significant accessibility improvements. While Columbia continues to improve physical access to its campus and buildings, it ensures that all of its programs and activities are accessible to people with disabilities. If a program or activity is scheduled for a venue that is not fully accessible, it is Columbia's policy to relocate such events to accessible facilities that meet the needs of the individual student, employee or attendee.

Columbia University's Policies and Procedures regarding equal opportunity and affirmative action may be reviewed here: <http://eoaa.columbia.edu/>.

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

(see following two pages)

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

(see following two pages)

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

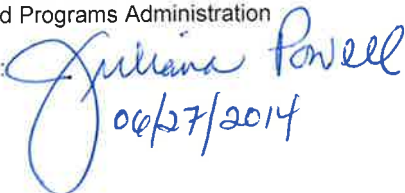
Name of Applicant Institution and Center: Trustees of Columbia University in the City of New York

Name/Title of Authorized Representative (Printed): Juliana Powell

Title: Associate Director of Operations, Morningside
Sponsored Programs Administration

Telephone: (212) 854-9490

Signature:



E-mail: <jp2613@columbia.edu>

Date:

06/27/2014

Information Requirement 1: Diverse Perspective in Funded Activities

The South Asia Institute is committed to the free market of ideas and to open discussion and debate of a wide range of diverse perspectives and views. Title VI funding will be used in a number of ways that ensure a diversity of views will be engaged and opened to academic scrutiny.

Columbia scholars are working on some of the most urgent issues on the subcontinent, and our programming will provide for an open exchange of information and ideas across the social sciences, humanities, professional, and technical disciplines. The Institute affiliate faculty comprise a portfolio across the social sciences, hard sciences, and humanities to include the full range of activities and scholarship engaged in by Columbia faculty.

The Institute works with teachers at a number of secondary schools, two year colleges, and four-year colleges in the New York metropolitan area. The student population in both the public and independent schools, and CUNY schools is quite diverse with strong representation from the many South Asian communities. In our professional development courses for teachers, language instructor, and college teachers, we strive to present a variety of diverse views of the issues that affect the region, both through the reading materials and the faculty presentations which express a full range of perspectives on all of the countries of South Asia.

In collaboration with the School of Public and International Affairs, we make a special effort to host speakers from around the world with expertise on the countries of South Asia: US government agencies working in the region, whose expertise and familiarity with the region enable them to present evaluations of policies and politics; distinguished individuals working for NGOs; and diplomats from foreign embassies and consulates in New York. Many of these speakers have unique insights into the current political, social, economic and religious issues related to South Asia.

Our faculty Executive Committee is composed of individuals who represent as broad an intellectual and cultural spectrum as possible. Our current committee includes faculty from Arts & Science, Barnard College, and the Schools of Engineering, and International Affairs.

In the next four years, we envision that the Institute will be able to present a full panoply of courses, lectures, conferences, and teacher training events that will cover all countries of the region; on a wide variety of topics with speakers from many different perspectives and disciplines; and will contribute to important national discussions and debates.

Information Requirement 2: Areas of National Need

The South Asia Institute hopes to encourage service in areas of national need in the government, education, business, and non-profit sectors. SAI plans concerted efforts to represent all countries of the region in its programming and curricula: India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, the Maldives, Afghanistan, as well as countries such as Myanmar and Tibet.

Our FLAS Fellowship program will be open to students in the professional schools at Columbia and to undergraduates this fall. We will solicit applications from students with a wide variety of anticipated career paths, whose future careers in government service, education, business, and the non-profit section will contribute to national security and the vitality of the U.S. economy; will help to train the next generation of students; and will serve U.S. interests in a variety of ways in the world of NGOs and non-profits.

The Career Center at SIPA specializes in facilitating access to opportunities at government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. The Schools of Engineering, Public Health and the Earth Institute manage research projects in South Asia with opportunities for career development for students and graduates.

Columbia provides undergraduate and graduate students with the opportunity to explore careers in international security, the state and defense departments, and intelligence services. The Center for Career Education (CCE) works with government agencies to organize information/recruiting events, to provide an introduction to careers in government, both in the military and in civilian life. The events often feature Columbia alumni as speakers.

The Global Scholars Program is designed to prepare a cohort of students for careers in diplomatic service and defense related fields. The program brings to Columbia students from groups underrepresented in the State and Defense Departments. They complete undergraduate degrees and continue to an MIA degree at SIPA.

Because of the decrease in the number of academic jobs for Ph.D. students, the Graduate School of Arts & Sciences initiated several years ago workshops and information sessions, most in collaboration with the CCE, to introduce Ph.D. students early in their graduate studies to possible career paths aside from traditional academe. For students working on Ph.D.s in cultural areas of particular national interest, this process opens up a world of possibilities in government and international service.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY 2014-2017
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Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input checked="" type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at ANY time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Trustees of Columbia in the City of New York

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$131,000	\$131,200	\$131,600	\$132,000		\$525,800
2. Fringe Benefits	\$36,897	\$36,957	\$37,077	\$37,197		\$148,128
3. Travel	\$9,000	\$9,000	\$8,000	\$8,000		\$34,000
4. Equipment						
5. Supplies	\$5,992	\$5,732	\$6,212	\$5,692		\$23,628
6. Contractual						
7. Construction						
8. Other	\$81,000	\$81,000	\$81,000	\$81,000		\$324,000
9. Total Direct Costs (lines 1-8)	\$263,889	\$263,889	\$263,889	\$263,889		\$1,055,556
10. Indirect Costs*	\$21,111	\$21,111	\$21,111	\$21,111		\$84,444
11. Training Stipends	\$349,500	\$349,500	\$349,500	\$349,500		\$1,398,000
12. Total Costs (lines 9-11)	\$634,500	\$634,500	\$634,500	\$634,500		\$2,538,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: until amended (mm/dd/yyyy)

Approving Federal agency: ☒ Other (please specify): DHHS The Indirect Cost Rate is 31 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

 Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Part II - Budget Attachments Summary, FY 2014-17
National Resource Center and
Foreign Language and Area Studies Fellowships
Columbia University
South Asia Institute

Summary of FY 2014-17 total requests					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2014-17
NRC	\$285,000	\$285,000	\$285,000	\$285,000	\$1,140,000
FLAS	\$ 349,500	\$ 349,500	\$ 349,500	\$ 349,500	\$ 1,398,000
Total	\$634,500	\$634,500	\$634,500	\$634,500	\$2,538,000

Summary of Absolute, Competitive, and Invitational Priority requests					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2014-17
NRC Absolute Priority	\$21,500	\$21,500	\$21,500	\$21,500	\$86,000
NRC Competitive Priority 1 (MSIs)	\$13,897	\$13,897	\$13,897	\$13,897	\$55,588
NRC Competitive Priority 2 (Training for LCTL instructors)	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000
NRC Subtotal	\$44,397	\$44,397	\$44,397	\$44,397	\$177,588
FLAS Competitive Priorities 1 & 2 & Invitational Priority	\$349,500	\$349,500	\$349,500	\$349,500	\$1,398,000
Total priority requests	\$393,897	\$393,897	\$393,897	\$393,897	\$1,575,588

Part II - Budget Attachments
Four Year Overview Proposed National Resource Center Budget FY 2014-17
Columbia University South Asia Institute

	Item Description	FY 2014	FY 2015	FY 2016	FY 2017	2014-17
	A. Salaries (all 100% of time)					
	A1. Administrative Personnel					
	Annapurna Potluri, Administrative Assistant, South Asia Institute (50% of salary)	\$23,000	\$23,700	\$24,500	\$25,500	
	A1. Subtotal, Administrative Personnel	\$23,000	\$23,700	\$24,500	\$25,500	\$96,700
	A2. Language instruction					
	To be hired, Advanced Bengali Classes, Language Instructor (100% of salary)	\$10,000	\$10,000	\$10,000	\$10,000	
	S. Sudanandha, Tamil Language Instructor (38-40% of salary)	\$25,000	\$25,000	\$25,000	\$25,000	
	A2. Subtotal, Language Instruction	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
	A3. Area Studies Instruction					
	S. Akbar Zaidi, FT Professor, joint appointment with MESAAS and SIPA (7-14% of salary)	\$10,000	\$8,500	\$7,000	\$5,000	
	A3. Subtotal, Area Studies Instruction	\$10,000	\$8,500	\$7,000	\$5,000	\$30,500
	A4. Outreach Personnel					
	William Carrick, Assistant Director/Outreach Coordinator (50% of salary)	\$34,000	\$35,000	\$36,100	\$37,500	
CPI	To be hired, Student employee, to develop curricula at LaGuardia Community College, MSI curriculum project (hourly, student fringe)	\$11,000	\$11,000	\$11,000	\$11,000	
	A4. Subtotal, Outreach Personnel	\$45,000	\$46,000	\$47,100	\$48,500	\$186,600
	A5. Library Personnel					
	Gary Hausman, South Asia Collection Librarian (22-24% of salary)	\$18,000	\$18,000	\$18,000	\$18,000	
	A5. Subtotal, Library Personnel	\$18,000	\$18,000	\$18,000	\$18,000	\$72,000
	A. Total Salaries	\$131,000	\$131,200	\$131,600	\$132,000	\$525,800

	B. Fringe Benefits					
	FT Fringe rate: 30%					
	PT Student Employees rate: 8.15%					
	B1. Fringe, Administrative Personnel					
	Annapurna Potluri, Administrative Assistant, SAI (50% of salary)	\$6,900	\$7,110	\$7,350	\$7,590	
	B2. Fringe, Language instruction					
	To be hired, Bengali Language Instructor (100% of salary)	\$3,000	\$3,000	\$3,000	\$3,000	
	S. Sudanandha, Tamil Language Instructor (50% of salary)	\$7,500	\$7,500	\$7,500	\$7,500	
	B3. Fringe, Area Studies Instruction					
	Politics; S. Akbar Zaidi, Visiting Professor, 2010-12 (6-14% of salary)	\$3,000	\$2,550	\$2,100	\$1,500	
	B4. Fringe, Outreach Personnel					
	William Carrick, Assistant Director/Outreach Coordinator (50% of salary)	\$10,200	\$10,500	\$10,830	\$11,250	
CPI	To be hired, Student employee, to teach course at LaGuardia Community College, MSI curriculum project	\$734	\$734	\$734	\$734	
	A5. Fringe, Library Personnel					
	Gary Hausman, South Asia Collection Librarian (26% of salary)	\$6,000	\$6,000	\$6,000	\$6,000	
	B. Total Fringe	\$36,897	\$36,957	\$37,077	\$37,197	\$148,128
	Total Salary and Fringe	\$167,897	\$168,157	\$168,677	\$169,197	\$673,928
	C. Travel					
	Domestic					
	Language Instructors to training workshops (contribution to travel)	\$4,000	\$4,000	\$3,000	\$3,000	
	Overseas					
	Director to South Asia for research and to participate in Mumbai Center activities (contribution to travel)	\$5,000	\$5,000	\$5,000	\$5,000	
	C. Travel, subtotal	\$9,000	\$9,000	\$8,000	\$8,000	\$34,000
	D. Supplies					
	Events Announcements, reproduction	\$992	\$732	\$1,212	\$692	
	Teacher Professional Development Seminar Materials (see budget detail)	\$3,000	\$3,000	\$3,000	\$3,000	
	Language Resource Materials	\$2,000	\$2,000	\$2,000	\$2,000	
	D. Supplies, subtotal	\$5,992	\$5,732	\$6,212	\$5,692	\$23,628

	H. Other					
AP	Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500 (see budget detail)	\$4,000	\$4,000	\$4,000	\$4,000	
AP	"Teaching India" annual conference with Educators for Teaching India 5 speakers @\$500, professional fees, estimated travel, 5 @ \$800	\$2,500 \$4,000	\$2,500 \$4,000	\$2,500 \$4,000	\$2,500 \$4,000	
AP	K-14 Hindi Proficiency and Curriculum Project, teacher training workshops at \$1,500; (three annual workshops; speaker fees, 3 speakers at \$500 each; est. travel, 3 speakers at \$1,000 each; and website production for curricular materials created (\$3,500 annually) Joint project with NYU Hindi-Urdu	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	
	South Asia Outreach Council Book Award	\$1,000	\$1,000	\$1,000	\$1,000	
CP1	Faculty Workshops and public events at LaGuardia Community College and Hunter College (joint with Middle East Institute), 4 workshops and events annually, Prof. fees @ \$500	\$2,000	\$2,000	\$2,000	\$2,000	
CP2	Hindi-Urdu Pedagogy Initiative (joint project with NYU and Keene University in New Jersey, hosted at Columbia SAI); two-week, 60 hour workshop on proficiency methodology for Hindi-Urdu teachers in training. Workshop leader, professional fees @ \$3,000; Participants travel subsidy, 8 @ \$750 each	\$3,000 \$6,000	\$3,000 \$6,000	\$3,000 \$6,000	\$3,000 \$6,000	
	Evaluation project with the Center for Evaluation and Educational Policy, at Indiana University (Bloomington)	\$28,500	\$28,500	\$28,500	\$28,500	
	South Asia Summer Language Institute, membership dues, host & location to be determined, 2015-2018	\$8,000	\$8,000	\$8,000	\$8,000	
	South Asia Across the Disciplines, annual membership dues; consortium with NRCs at Berkeley and Chicago and their university presses; to jointly publish recent work by junior scholars of South Asia	\$5,000	\$5,000	\$5,000	\$5,000	
	Distinguished Lecturer Series, 6 lectures at \$1500 (professional fees, \$300; est. travel, \$1,200 each)	\$1,800 \$7,200	\$1,800 7,200	\$1,800 \$7,200	\$1,800 \$7,200	
	H. Other, subtotal	\$81,000	\$81,000	\$81,000	\$81,000	\$324,000
	I. Total Direct Costs	\$263,889	\$263,889	\$263,889	\$263,889	\$1,055,556
	J. Indirect Costs at 8% of Direct Costs	\$21,111	\$21,111	\$21,111	\$21,111	\$84,444
	TOTAL DIRECT AND INDIRECT COSTS	\$285,000	\$285,000	\$285,000	\$285,000	\$1,140,000

**Part II - Project Detail, Teacher Professional Development Seminar
Collaboration with the Africa and Middle East Institutes at Columbia**

Up to eight two-hour seminars on South Asia annually, taught by full-time Columbia faculty,
full-time faculty from area schools, and ABD Columbia graduate students.

Proposed topics:

Civil War and Political Violence (IAS & MEI);
Cultural Exchange across the Indian Ocean (IAS, MEI);
Islam in the Modern World (IAS, MEI).

Item Description	FY 2014	FY 2015	FY 2016	FY 2017	FY 2014-17
D. Supplies					
Teacher Professional Development Seminar Materials	\$3,000	\$3,000	\$3,000	\$3,000	
H. Other					
Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500;	\$4,000	\$4,000	\$4,000	\$4,000	
Total, Project Detail, Teacher Professional Development Seminar	\$7,000	\$7,500	\$7,000	\$7,000	\$28,000

**Part II - Project Detail, Curricular Project
Collaboration with LaGuardia Community College and Hunter College (CUNY)**

To develop curriculum and courses on South Asia,

Proposed topics: Introduction to Societies and Cultures of South Asia;

History of Modern South Asian History; Religion in South Asia; Politics of South Asia

To hold faculty training workshops at LaGuardia on South Asia Studies & use of curricular materials
and faculty workshops at Hunter on Islamic Studies with Middle East Institute
and to sponsor public events at both colleges.

Item Description	FY 2014	FY 2015	FY 2016	FY 2017	FY 2014-17
A4. Outreach Personnel					
To be hired, Student employee, to teach course at LaGuardia Community College, MSI curriculum project	\$11,000	\$11,000	\$11,000	\$11,000	
Fringe (8.15%)	\$897	\$897	\$897	\$897	
H. Other					
Faculty Workshops and events at LaGuardia Community College and Hunter College with Middle East Institute, 4 workshops Prof. fees @ \$500	\$2,000	\$2,000	\$2,000	\$2,000	
Total, Project Detail, Curricular Project	\$13,897	\$13,897	\$13,897	\$13,897	\$55,588

Part II - Budget Attachments, Proposed Budget FY 2014-17
Foreign Language and Area Studies Fellowship
Budget Detail and Four Year Overview
Columbia University South Asia Institute

Annual Proposed Budget Detail of tuition and stipend				
	Number of Fellowships	Unit Cost	Amount	Total
ACADEMIC YEAR				
(Graduate)				
Tuition	9	\$18,000	\$162,000	
Stipend	9	\$15,000	\$135,000	
Total, Graduate Fellowships				\$297,000
TOTAL ACADEMIC YEAR				
SUMMER (Undergraduate and Graduate)				
Tuition	7	\$5,000	\$35,000	
Stipend	7	\$2,500	\$17,500	
Total, Summer Fellowships				\$52,500
Total, Academic Year and Summer Fellowships				\$349,500

Four Year Proposed Budget					
	FY 2014	FY 2015	FY 2016	FY 2017	2014-17
Graduate Academic Year	\$297,000	\$297,000	\$297,000	\$297,000	\$1,188,000
Summer (Undergraduate and Graduate)	\$52,500	\$52,500	\$52,500	\$52,500	\$210,000
Total, Four Year Proposed Budget	\$349,500	\$349,500	\$349,500	\$349,500	\$1,398,000

**Part II - Budget Attachments, Summary of FY 2010-13
Absolute, Competitive, and Invitational Priority Projects
Four Year Overview
Columbia University South Asia Institute**

Item Description	FY 2010	FY 2011	FY 2012	FY 2013	FY 2010-13
Absolute Priority	\$21,500	\$21,500	\$21,500	\$21,500	\$86,000
Teacher Professional Development Seminar Materials	\$3,000	\$3,000	\$3,000	\$3,000	
Teacher Professional Development Seminar; Professional fees, 8 speakers at \$500;	\$4,000	\$4,000	\$4,000	\$4,000	
“Teaching India” annual conference with Educators for Teaching India 5 speakers @\$500, professional fees, estimated travel, 5 @ \$800	\$2,500 \$4,000	\$2,500 \$4,000	\$2,500 \$4,000	\$2,500 \$4,000	
K-14 Hindi-Urdu Proficiency and Curriculum Project, teacher training workshops at \$1,500; (three annual workshops; speaker fees, 3 speakers at \$500 each; est. travel, 3 speakers at \$1,000 each; and website production for curricular materials created (\$3,500 annually). Joint with NYU Hindi-Urdu	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	\$1,500 \$3,000 \$3,500	
Competitive Priority 1 – NRC Collaborations with Minority-Serving Institutions	\$13,897	\$13,897	\$13,897	\$13,897	\$55,588
To be hired, Student employee , to develop curricular materials for courses at LaGuardia Community College, MSI curriculum project, salary and fringe	\$11,000 \$897	\$11,000 \$897	\$11,000 \$897	\$11,000 \$897	
Faculty Workshops and events at LaGuardia Community College and Hunter College with Middle East Institute, 6 workshops Prof. fees @ \$500	\$2,000	\$2,000	\$2,000	\$2,000	
Competitive Priority 2: NRC Collaboration to increase the production of LCTL language instructors	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000
Hindi-Urdu Pedagogy Initiative (joint project with NYU and Keene University in New Jersey, hosted at Columbia SAI); two-week, 60 hour workshop on proficiency methodology for Hindi-Urdu teachers in training. Workshop leader, professional fees @ \$3,000; Participants travel subsidy, 8 @ \$750 each	\$3,000 \$6,000	\$3,000 \$6,000	\$3,000 \$6,000	\$3,000 \$6,000	
TOTAL NRC PRIORITY FUNDING	\$44,397	\$44,397	\$44,397	\$44,397	\$177,588

Item Description	FY 2010	FY 2011	FY 2012	FY 2013	FY 2010-13
TOTAL FLAS PRIORITY FUNDING	\$349,500	\$349,500	\$349,500	\$349,500	\$1,398,000
FLAS Competitive Priority 1: 100% of fellowships awarded to LCTLs (Academic Year: Bengali, Hindi, Kannada, Panjabi, Persian, Tamil, Telugu, and Urdu; Summer: above plus SASLI languages: Gujarati, Malayalam, Marathi, Nepali, Sinhala	\$349,500	\$349,500	\$349,500	\$349,500	\$1,398,000
FLAS Competitive Priority: Means Testing for Needs-based FLAS based on Estimated Family Contribution	\$349,500	\$349,500	\$349,500	\$349,500	\$1,398,000
TOTAL NRC AND FLAS PRIORITY FUNDING	\$393,897	\$393,897	\$393,897	\$393,897	\$1,575,588

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The South Asia Institute at Columbia University

Mission: The South Asia Institute (SAI) coordinates activities at Columbia that relate to study of the countries of Bangladesh, India, the Maldives, Nepal, Pakistan, and Sri Lanka. The Institute organizes conferences, seminars, concerts, films, and lectures and that bring together faculty, undergraduate and graduate students with diverse interests and backgrounds. SAI partners with departments, centers, and institutes at Columbia, and works with South Asia groups and organizations on campus and off, in order to reach new audiences and facilitate an exchange of knowledge. SAI hosts professional development courses for high school teachers and teacher training workshops, and offers its faculty expertise to the media. Columbia has ties with the United Nations, the diplomatic community, and international agencies, and is located in New York City, home to the largest South Asian community in North America.

Curricula: Faculty offer courses on South Asia in fourteen departments and seven schools. SAI faculty come from a wide range of disciplines and, taken together in their research and teaching, cover virtually all the countries of the region -- and some related countries, including Afghanistan and Tibet. Columbia offers three-year department-based language programs in Hindi, Persian, Sanskrit, Tamil and Urdu (Elementary, Intermediate, Advanced), and Heritage tracks for Hindi and Urdu. Two year programs at Columbia's Language Resource Center include Bengali and Punjabi, with Advanced classes arranged as tutorials or directed study.

Degrees: Students may pursue undergraduate and graduate study of South Asia in a number of departments, primarily Anthropology; Comparative Literature; History; Middle East, South Asia and Africa Studies (MESAAS); Political Science; and Religion. Since 2012, the Institute has managed a stand-alone MA program in South Asia Studies. Students at the School of International and Public Affairs may pursue a Regional Concentration in South Asia. Graduate students may earn a Certificate in South Asia Studies by completing 24 credits.

Libraries: The Columbia Libraries have one of the oldest and largest South Asia collections in the country, with some 500,000 volumes -- over 150,000 of them in South Asian languages.

Global Center in Mumbai: Since 2010, the Mumbai Center has supported faculty and students performing research across South Asia in the humanities, social sciences, and physical sciences, including ongoing projects at the Schools of Engineering, Public Health, and the Earth Institute in Bangladesh, Bhutan, and India. It will foster collaboration with scholars and policymakers in South Asia, and with sister Centers in Amman, Beijing, Istanbul, and five other sites.

Title VI NRC activities: Our current project will support a Bengali language initiative; Hindi and Urdu K-16 curricular workshops; teacher training activities with campus partners and with "Educators for Teaching India;" curricular workshops with CUNY schools and with the Middle East Institute; lectures, seminars, and conferences on modern South Asia; and "South Asia Across the Disciplines," a publishing venture between university presses and NRCs at Columbia, Chicago, and Berkeley.

ACRONYMNS

ACTFL: American Council on the Teaching of Foreign Languages
AIBS: American Institute of Bangladesh Studies
AIIS: American Institute of Indian Studies
AIPS: American Institute of Pakistan Studies
AISLS: American Institute of Sri Lankan Studies
AMEC: Asian and Middle Eastern Cultures (Barnard)
ARC: Academic Review Committee
AY: Academic Year
CCE: Center for Career Education
CEEP: Center for Evaluation and Education Policy, Indiana University
CU: Columbia University
CUL: Columbia University Libraries
CRL: Center for Research Libraries
CSA: Center for Student Advising
CUNY: City University of New York
DISHA: Development in South Asia, Teachers College
GSAS: Graduate School of Arts and Sciences
DGS: Director of Graduate Studies
DUS: Director of Undergraduate Studies
FAFSA: Free Application for Federal Student Aid
FLAS: Foreign Language and Areas Studies
FT: Full-time
IAS: Institute of African Studies
ICLS: Institute for Comparative Literature and Society
IRCPL: Institute for Religion, Culture, and Public Life
ISERP: Institute for Social and Economic Research and Policy
LCC: LaGuardia Community College (CUNY)
LCTL: Less Commonly Taught Language
LRC: Language Resource Center
MASAS: Master of Arts in South Asia Studies
MESAAS: Middle East, South Asia, and Africa Studies
MIA: Master of International Affairs
MEI: Middle East Institute
NEH: National Endowment for the Humanities
NERL: North East Research Library Consortium
NRC: National Resource Center
OCS: Office of Career Services
PT: Part-time
SA: South Asia
SAAD: South Asia Across the Disciplines
SAI: South Asia Institute
SAMP: South Asia Microfilm Project
SASLI: South Asia Summer Language Institute
SIPA: School of International and Public Affairs
USED: US Education Department

1: Commitment to South Asia Studies at Columbia University

The South Asia Institute (SAI) at Columbia brings together faculty, students, and scholars working on South Asia in a variety of disciplines, at Columbia and in the wider metro area. Since 2007, SAI has worked to revitalize and restructure its programs, in response to the university's external evaluation of its regional institutes, and to new currents at the university. Recent hires in the past five years have changed the profile of South Asia Studies at the university with appointments at Architecture, Law, SIPA, and Public Health.

SAI director Akeel Bilgrami was a founding member of important university initiative in 2006, the Committee on Global Thought, a cohort (now 18) of scholars dedicated to developing methodologies and concepts to interpret globalization. At the same time, Columbia began to build a network of eight Global Centers across the world, and in 2010, opened the Mumbai Center. These programs comprise an important part of the university's wider strategies to meet the challenge of rapid global and technological change. Working in tandem with programs such as the Committee on Global Thought, the South Asia Institute participates in an ongoing university conversation, and fosters an interregional and global understanding of South Asia.

The Institute's interdisciplinary MA program in South Asia Studies, established in 2012, adds a strong and visible pedagogical and curricular dimension to SAI, offering graduate students the chance to participate more formally in ongoing campus debates and to engage with South Asia scholars across the disciplines. Over the next four years, the Institute is explicitly committed to developing curricula and programming that will bring the new currents at Columbia, and a globalized and inter-regional understanding of South Asia, to a broader audience on campus, with partner institutions, local communities, and nationally.

1A. Financial Support

Operations: Operating support for South Asia Studies at Columbia was \$9,305,608 in 2013-14 (see table below); including \$142,537 of South Asia Institute funding (exclusive of NRC and FLAS in the same period). The Africa, Middle East and South Asia Institutes, and their core faculty in MESAAS, were relocated in 2009 into adjacent space at Knox Hall, which was renovated at a cost of over six million dollars. These costs are not shown in the table below but continue to benefit South Asia studies and collaborative activities with Knox Hall neighbors.

Columbia Commitment to South Asia Studies, 2010-14			
SALARIES AND FRINGE BENEFITS	SAI	Columbia + SAI	Totals
Language & Literature instruction		\$735,377	
Area Studies Faculty		\$4,319,624	
Administrative Personnel (includes Global Center)	\$33,145	\$840,914	
Outreach Personnel	\$48,526	\$48,526	
Library Personnel		\$187,695	
Subtotal, Salaries and Fringe Benefits	\$81,671		\$6,132,136
NON-SALARY SUPPORT			
Library acquisitions		\$147,145	
Visiting Lecturers & Events programming	\$25,747	\$60,597	
Faculty Travel & Research Accounts	\$15,000	\$234,903	
Other (computers, supplies, receptions, etc.)	\$20,119	\$47,069	
Global Center in Mumbai		\$451,813	
Total Non-salary support	\$60,866		\$961,527
Fellowships (71 graduate students in 10 Depts.)			\$2,211,945
GRAND TOTAL South Asia Studies Support	\$142,537		\$9,305,608

Teaching: Full-time faculty with South Asia teaching and research interests are appointed in fourteen departments and in seven schools; students with a South Asia focus are found in sixteen academic units at six schools. See the chart below for 2013-14 numbers of students and courses; faculty with SA teaching and research interests; and faculty with SA research interests and ongoing SA projects (but who do not teach South Asia courses). In addition to teaching faculty, Columbia supports 20 full-time faculty with research interests and/or ongoing research projects in South Asia in the Schools of Engineering, Public Health, Earth Institute, etc. (Note: salary figures in the table above are for teaching faculty and do not include research-only faculty.)

2013-14 Students, Classes, and Faculty (Research and Teaching on South Asia) by Department or Schools, and non-Teaching Research Faculty Research on SA								
Department (or Schools with *)	Students		Courses		FT Faculty		PT Fac FT SA	Research on SA
	UG	Grad	UG	Grad	FT SA	PT SA		
Anthropology	3	13	1	2	2**			
Asian & Middle East (Barnard)	23	-	3	-	**			
Art History	1	9	1	2	1			
Comparative Lit.	2	1		1		2		
Dance (Barnard)			2	-			1	
Earth Institute/E3B	-	-	1	-				10
Economics	-	-	-	1		1		
*Education	-	5	-	1		1		
*Engineering	-	-						2
History	3	10	5	2	2**			
International and Public Affairs	-	11	-	3	1	2		3
Islamic Studies (MA Program)	-	4	-	-				
*Journalism	-	1						
Language Resource Center	-	-	8	2			2	
*Law School	-	-	-	2		1***		
Middle East, South Asia & Africa Studies	18	24	38	15	11	1	2	
Music			1	-				1
Philosophy	-	-	-	1		1		
Politics	6	2	1	2			1	
*Public Health	-	1	-	1		1		2
Religion	1	10	4	5	2**	1		
South Asia Studies (MA Program)	-	22	-					
Theatre (Barnard and GSAS)	-	1	2	-	1			
Urban Planning (GSAS/Architecture)	-	2	-	-		1		2
Total	57	115	66	40	20	12	6	20
*School **includes joint appointments: Anthropology-MESAAS (1) listed with Anthropology; and Barnard AMEC listed with History (1) or Religion (2) *** Visiting Professor (endowed), one semester								

Library: The South Asia Collection at the Columbia Libraries, which is the fifth largest university library in the U.S., holds over 500,000 volumes on South Asia and is consistently cited as one of the strongest collections in the country. University support for acquisitions has increased at a rate of 6% per year from 2010 to date.

Linkages: The University's Global Centers represent a network of eight Centers in

Amman, Beijing, Istanbul, Mumbai, Nairobi, Paris, Rio de Janeiro, and Santiago. The Centers were established to promote and facilitate the collaborative engagement of the University's faculty, students, and alumni with the world, to increase understanding, address global challenges, and advance the exchange of knowledge. Besides the Regional Institutes, the Global Centers actively seek to partner with other Columbia academic units around global issues. The Mumbai Center aims to develop programs involving students and faculty on issues relating to Mumbai, Maharashtra, India, and South Asia. Since 2012, the Department of Ecology, Evolution & Environmental Biology (E3B) has organized a six-credit course, "Summer Ecosystem Experiences for Undergraduates," through the Global Centers. In 2014, former E3B chair Shahid Naeem taught the course in the Western Ghats in Karnataka from bases at the Mumbai Center and in Bangalore at the Ashoka Trust for Research in Ecology and the Environment. The Office of the President funded twelve 2013 Global Center research projects organized by faculty at eight schools, to fund multi-year and multi-regional activities that include Columbia faculty and students in partnership with universities and other organizations in the respective regions of the Global Centers. Six of the 2013 projects involve the Mumbai Center, including two projects organized by MESAAS faculty, and four involving the Schools of Architecture, Public Health, SIPA, and the Earth Institute.

Columbia faculty members are regular advisors at the highest levels of the Indian government. Nirupam Bajpai, Director of the Mumbai Global Center, served as advisor to the Office of the Prime Minister from 1999-2013 and to the Ministries of Finance, and Commerce and Industry. Bajpai, as well as Vijay Modi (Engineering), have advised the governments of Gujarat, Madhya Pradesh, Tamil Nadu, and Uttar Pradesh. Nirupam Bajpai, Jeffery Sachs, Arvind Panagariya, and Jagdish Bhagwati, have been awarded the Padma Sri, Bhushan (2) and

Vibushan (respectively) for service to the Indian government. Upmanu Lall (Engineering) supervises projects in Gujarat, Jharkhand, and Punjab as director of the Water Institute, in partnership with the Delhi Center for International Projects Trust, Punjab Agricultural University, and local business and governmental agencies. Smita Srinivas (Architecture) directs the Technological Change Lab and its two projects on urban-rural development in Mumbai and Bangalore, and is an advisor to the Indian Institute for Human Settlements MA/PhD program in Urban Practice. Columbia's Lamont-Doherty Earth Observatory has ongoing research projects in Bangladesh, India, and Bhutan on geologic hazards, arsenic and water, and Himalayan glacier melt, respectively. For ten years, faculty at the School of Public Health have participated in a project in Bangladesh, "Health Effects & Geochemistry of Arsenic & Manganese."

Outreach: Columbia supports half of the salary of the Assistant Director/Outreach Coordinator, and much of the costs associated with our teacher training and events programming. This year the Institute co-sponsored events with academic units and student groups in the School of the Arts, Arts & Sciences, Barnard, Journalism, SIPA, and Teachers College. Our event partners contributed a total of \$34,850 toward activities co-sponsored with the Institute.

1B. Student Support: Graduate funding of \$2,211,945 supports 48 students across seven departments, and at the Schools of Architecture and Journalism. An endowed fellowship at SAI provides five years of support for a student from India to undertake doctoral study at Columbia.

2. Quality of Curriculum Design

2A. Undergraduate Instruction: The core curriculum for undergraduate degrees at Columbia in all schools includes language and area studies. Undergraduates must demonstrate upper intermediate proficiency in a foreign language; and fulfill a "Global Core" distribution from a list that include 18 courses with South Asian content. A major in MESAAS requires upper

intermediate language proficiency; an introductory survey on South Asia; a major texts of South Asia seminar; and a coherent series of five courses, drawing on a variety of disciplinary approaches. A senior thesis is an option for those in the honors program. Students in other departments can earn a MESAAS concentration by completion of the above seven area courses (without language). The Barnard Asian and Middle Eastern Cultures (AMEC) Department has the same requirements, except that a senior thesis is required for the major (and there is no concentration or minor). Students in the School of General Studies may pursue the MESAAS major and concentration. Students majoring in departments of Anthropology, Art History, History, and Religion may focus on South Asia through language and departmental offerings. Engineering School students may earn a minor at MESAAS (same requirements as the concentration). Students at Columbia College, Barnard, and General Studies may enroll as juniors or seniors in a combined BA/MA program, and with one additional year of study, earn an MA in South Asia Studies housed at the South Asia Institute (see below). A similar BA/MA program exists with SIPA for the Master of International Affairs. Undergraduate and graduate students at Columbia may earn a Certificate in South Asia Studies by completing 24 credits of area courses, and by demonstrating advanced language proficiency.

Graduate training in South Asia studies can be pursued in GSAS, SIPA, and Teachers College (MA, PhD, EdD) and other schools. Within GSAS, the Departments of Anthropology, Art History, History, MESAAS, Politics, and Religion recognize South Asia as an area of study. Advanced language proficiency in one or more SA languages is required of all doctoral candidates (intermediate for MA). Doctoral committees of five professors are required to include two members from outside the sponsoring department, which facilitates interdisciplinary and regional work. Graduate students in Economics, Music, and Urban Planning (joint GSAS-

Architecture) have produced South Asia focused dissertations. An MA in South Asia Studies, housed at the South Asia Institute, features a 36 credit interdisciplinary curriculum that provides core methods and history courses and access to area courses across all Columbia departments and schools. SIPA offers MA degrees in Public or International Affairs; students may earn a South Asia specialization with three courses and upper intermediate SA language skills. At Teachers College, students in the Department of International and Transcultural Studies can pursue a South Asia focus in international education development or policy. Students in the Schools of Architecture, Engineering, GSAS and Public Health work with faculty, either in the field or at Columbia, on scientific research projects ongoing in South Asia, many of which are sponsored by or affiliated with the Earth Institute.

2B. Academic and Career Advising: Directors of Undergraduate (DUS) or Graduate Studies (DGS) coordinate student services, advisement, fellowships, study abroad, progress to degree, and advocate for the student needs in all departments. Some departments provide separate directors for MA and PhD students. In addition to the DUS and DGS supervision, Departments assign each student to a faculty member who serves as a primary academic advisor.

Undergraduate advising at Columbia College and the Schools of Arts and Engineering is run by the Center for Student Advising (CSA). Each student is assigned an advisor who works with them throughout their undergraduate career in tandem with faculty, departments, and other campus offices to help students with navigating the curriculum, major selection, long-term goals, academic problems, and locating faculty and university resources. CSA offers three specialized advising programs. The Academic Success Program, partnering with departments, alumni, and outside organizations, offers a network of services: tutoring, skills seminars, mentoring, and doctoral study preparation. The Office of Pre-professional Advising helps students and alumni

identify and refine interests in professional schools and careers, and supports them throughout the application process. The Undergraduate Scholars Program fosters intellectual, social, and cultural opportunities; e.g. faculty and peer mentoring, internships, research activities, speaker, cultural outings, community service. Undergraduates at Barnard and the School of General Studies receive equivalent advisement services at respective offices. The core undergraduate programs for South Asia (MESAAS and AMEC) appoint a tenured professor who serves as the principal advisor (DUS) for all majors, minors, and concentrators. The DUS supervises the honors program at MESAAS, which requires two faculty honors thesis advisors. Admission to the honors program is by application; honors are limited the top 10% percent of a given annual cohort. At AMEC, student majors complete a thesis under the direction of the DUS and a faculty supervisor who serves as the principal advisor for the thesis. Students at MESAAS and AMEC must meet with the DUS regularly to review progress toward the completion of requirements.

Graduate advising takes place at the departmental level (as noted above) and via school-wide services. MESASS graduate students are supervised by the DGS. MA students select an additional advisor in the first year who often will be one of two advisors for the thesis. PhD students must select one of eighteen approved faculty sponsors at MESAAS, to supervise the formation of the student's dissertation committee. The chair and three members must be appointed at MESAAS and one member must be outside the Dept. Other departments (with SA concentration, as above) have a DUGS and an individually appointed advisor. At Anthropology and Religion, doctoral student progress is reviewed by a Graduate Faculty Committee. Students in the MA Program in South Asia studies are advised by MA Coordinator and Religion Professor Katherine Pratt Ewing. The MA Coordinator serves as the principal advisor from admission to graduation; organizing orientation activities, meeting with each student at least once per semester

to approve, and to provide advice and final approval for thesis topics, supervisors and readers.

The Virtual Mentor website features essays by alumni working in academia who share experiences and resources with students and alumni. The GSAS Teaching Center provides programs to prepare students for teaching, led by faculty, students, and guest speakers. It maintains a teaching and career resource library, on-line teaching manual, and consultants for advice on teaching issues. The Preparing Future Faculty Program helps PhD students to understand the job market and expectations at MA, four-year, and two-year colleges; to strategize for the job search, practice talks, negotiate offers. The Project for Scholarly Integrity and Responsible Conduct of Research organizes workshops on mentoring, conflict of interest, research misconduct, and human subjects. The SIPA Student Affairs Office advises students about core MIA and MPA curricula, supplemented by advice from directors of concentrations, specializations, and regional institutes. The Office of Student Relations at Teachers College provides comprehensive advisement services, and collaborates with faculty and departmental advisors; and their Writing Center provides consultations and workshops on a variety of topics.

The Center for Career Education (CCE) serves undergraduate and graduate students and alumni, to establish connections among students, alumni, employers, and organizations, and generate opportunities for the pursuit of personal and professional objectives. CCE has specialized offices for Undergraduate Career Development, Graduate Career Development, Experiential Education and Student Enterprise, and Employer and Alumni Relations. It sponsors workshops, panels, and speakers; career fairs; specialized media, public service, and international events; on-campus recruiting by employers; and alumni networking via social events and social media. It offers career counseling, help with resumes and interviews, job search tools, and listings for jobs, internships, study abroad, and a dossier service. It sponsors

annual activities on International Careers and finding jobs abroad. CCE offers special services, mentoring, and support for Veterans, International Students, LGBTQ students, students with disabilities, and connects women and minority students to diversity recruitment initiatives. GSAS, SIPA, Public Health and Teachers College each have their own Office of Career Services that coordinate with the campus-wide CCE, and offer services tailored to the needs of their students: specialized orientations, reference libraries, internship and placement databases and events. The Earth Institute offers career services to students across the university and collaborates with other schools. The Athena Center for Leadership at Barnard College has developed a range of resources and activities aimed at developing leadership skills of women: initiatives on mentoring, entrepreneurship, and professional development.

Research and Study Abroad: The Office of Global Programs coordinates study abroad, exchange programs, and volunteer/work/teach abroad programs across the university under the Assistant Vice President of International Education. The Faculty Committee for Study Abroad has an approved portfolio of 150 programs in 100 cities, in addition to twenty study abroad programs hosted by Columbia. There are five approved programs available for study abroad in India and Nepal. Global Programs organizes events throughout the year to advertise their services, and offers advice about eligibility, application, transfer credit and finances. The GP website hosts student bloggers, and has a peer-to-peer advisement and support networks by region and program. Barnard College AMEC promotes study abroad and maintains an extensive list of programs including twenty in South Asia. The Earth Institute sponsors paid undergraduate internships with research projects around the world. The Global Centers Office and Mumbai Center facilitate research and study across South Asia for students from all departments and schools. The Mumbai Center is hosting 10 undergraduates in a six-week E3B course on the

Ecosystem of the Western Ghats (see Commitment). SIPA students have a summer internship requirement, and awards travel grants for overseas internships. The SIPA Office of Career Services has a portal site and advisors for opportunities abroad. Other resources include Center for Career Education, and the student group Columbia Students for International Service.

Doctoral students typically spend two or more years performing research activities in South Asia, and shorter terms for pre-dissertation projects or language training. These activities are funded through a variety of departmental and university funds, and outside agencies such as SSRC, Fulbright, and foundations. As a member of AIIS, AIPS, AIBS, and AISLS, Columbia provides direct access for those who apply for funding from these organizations. Summer language study opportunities are advertised via MESAAS, AMEC, SAI, and LRC websites; via targeted listserv announcements, at school orientation events, and the annual undergraduate and graduate fairs designed to disseminate information about university services and programs.

3. Quality of the Non-Language Instructional Program

3A. Course Offerings: South Asia has been incorporated into the undergraduate and graduate curriculum in eighteen disciplines (see table below) and in six schools at the university (Architecture, Barnard, Arts & Science, Education, Law, Public Health, and SIPA).

In 2009 a team of outside evaluators reviewed the South Asia Institute and programs, and offered advice for disciplinary coverage and undergraduate offerings. In response, the Institute formed an ad hoc South Asia Curricular Committee that met in 2010, 2011, and 2012, and comprised representatives from Barnard, MESAAS, History, and Religion, to review course offerings and guarantee a more coherent South Asia curriculum, and to identify gaps due to faculty leaves. It recommended three areas to address through curricular additions: 1) an introductory anthropology course; 2) a two-semester sequence of South Asia history from the

period of early state formation to the present; and 3) a course on Islam in South Asia through the Religion Department. All three of these curricular changes have been instituted as annual or biannual course offerings. The South Asia curriculum, area studies and language, continues to be reviewed through the SAI Executive Committee.

Total Number of Area Studies Course/Sections Offerings, 2010-2014 (4 academic years)					
Discipline & School (*in Arts & Sciences Dept.)	Undergraduate	UG/MA	Graduate	Total	Interdisciplinary content
Anthropology*	5	1	3	9	6
Art History*	6	1	10	17	-
Dance (Barnard)	8	-	-	8	-
Economics*	1	0	4	5	-
School of Education	-	-	3	3	-
Film*	3	1	-	4	4
History*	5	13	5	23	5
International Affairs (SIPA)	-	-	18	18	10
School of Law	-	-	7	7	-
Literature*	-	2	2	4	4
Music*	6	-	-	6	-
Philosophy*	-	-	3	3	3
Political Science*	-	2	6	8	2
School of Public Health	-	-	2	2	2
Religion*	14	6	8	28	6
South Asia Studies (Barnard and Arts & Science Depts.)	27	3	9	39	31
Theatre (Barnard)	6	-	-	6	-
Urban Planning (Arts & Sciences and Architecture)	-	-	2	2	2
	81	29	82	192	75
UG/MA = course designed for upper undergraduates and MA students, open to MA/PhD students. Graduate: course limited to MA or PhD students.					

Professional Schools: Courses with significant South Asia content are offered at the Schools of Architecture, Law, Public Health, SIPA and Teachers College (see above table). At the School of Architecture, Smitra Srinivas teaches Urban Planning courses (joint with GSAS) with South Asia content. S. Akbar Zaidi has offered two SIPA courses per year on the political economy of Pakistan and South Asia. Arvind Panagariya and Vishakha Desai offer an annual SIPA courses on the Indian Economy, and on Foreign Policy and Culture, respectively. At the Law School, the B. R. Ambedkar Chair was endowed and established in 2012. (A subsequent

search did not result in a hire and the chair has been staffed with a one-semester Visiting Professors to date, offering courses on Indian Constitutional Law, and Indian Business Law. Status of the 2014-15 appointment and courses were unconfirmed as of June 2014.) In 2012, the School of Public Health hired tenure-track Assistant Prof. Kavita Sivaramakrishnan, who offers a course on Global Aging focused primarily on India, cross-listed with History. At Teachers College, Monisha Bajaj offers up to two courses on Education and development in South Asia.

3B. Depth of course coverage: While MESAAS is the primary department for undergraduate and graduate study of South Asia, Columbia has faculty and course strength and depth sufficient for a South Asia undergraduate and graduate focus in Anthropology, Art History, History, Politics, and Religion (see table below, Commitment section, and Appendix 2). Areas of curricular strength include Anthropology of South Asia; Social and Anthropological History of Modernity; History of Colonial Institutions; Nationalism; Political Economy of post-colonial Development; and the Religions of South Asia.

3C. Interdisciplinary courses: Faculty have developed interdisciplinary approaches to the region, including the undergraduate core curriculum courses (mentioned above), at both the undergraduate and graduate level, in particular, at the primary South Asia units, AMEC and MESAAS. As per the above table, nearly 39% of courses include some interdisciplinary work. Faculty regularly teach courses that combine the study of anthropology and religion (Ewing); anthropology, history and politics (Chatterjee); history, philosophy, and politics (Kaviraj and Bilgrami); politics and history (Zaidi); religion, history, culture (McDermott). The number of faculty is shown in the table below, organized by discipline and showing full-time or part-time appointments, with percent of time devoted to South Asia, and for faculty working across disciplines, percent of time for each discipline.

Columbia University South Asia Teaching Faculty, 2013-14, by discipline (with percentage of time devoted to teaching and research on South Asia)		
Anthropology Chatterjee (25/100% FT) Daniel (50% FT) Ewing (25/100% FT)	History Ahmed (100% FT) Kia (50/100% FT) Rao (100% FT)	Politics Chatterjee (75/100% FT) Kaviraj (100% FT) Oldenburg (100% PT) Zaidi (50/100%, FT)
Art History Dehejia (100% FT)	International Affairs Desai (50% FT) Potter (25%, PT) Zaidi (50/100%, FT)	School of Public Health Kavita Sivaramakrishnan (25% FT)
Dance Coorlawala (100% PT)	Literature Busch (100% FT) Kia (50/100% FT) Pollock (100% FT) Spivak (25% FT) Viswanathan. (25% FT)	Religious Studies Ewing (75/100% FT) Hawley (100% FT) McDermott (100% FT) Thurman (100% FT)
Economics Panagariya (50% FT)	Philosophy Bilgrami (50% FT)	Theatre Mitra (75% FT)
Education Bajaj (25% FT)		Urban Planning Srinivas (25% FT)
Film Jain (100%, PT)		

Teaching Assistant training: Doctoral students are required to obtain between two and six semesters as a Teaching Fellow as part of academic training, which averages 10-15 hours of work per week, with limits on the number of students per semester. Faculty who teach large lecture courses are supported with teaching fellows from doctoral programs, who lead discussion sections. Teaching fellows have training options at the School and Dept. level. Most Depts. provide training on best practices and forums for the exchange of information (meetings and/or WIKIsites). The GSAS Teaching Center provides mandatory term orientations and a schedule of about 12 optional workshops per term. It offers a Teaching with Video Workshop Series (three workshops). Their Collaborative Learning Program leads to a certificate upon completion of three workshops and training in digital technology, with an optional teaching lab for practice and feedback from peers. The Center maintains a teaching resource library, on-line Teaching manual, and consultants for advice on teaching issues. Other campus resources and workshop

that contribute to pedagogical training include the Center for Digital Research and Scholarship, the Center for New Media and Teaching, the Center for Career Education, and a variety of Counseling and Psychological Services.

4. Quality of Language Instructional Program

4A. Extent of offerings: Columbia offers four modern languages through MESAAS: Hindi, Persian, Tamil, and Urdu; all with a three-year sequence. The Language Resource Center (LRC) adds two modern languages: Bengali and Panjabi, taught across two years. MESAAS offers Sanskrit across three years, with a set of four advanced courses that are rotated across a two-year schedule. The LRC maintains resource materials for self-study for languages not offered and will search and train native speakers to provide non-credit tutorials for students and faculty. The LRC sponsors a language maintenance program to match native speakers with language learners. The LRC has provided tutorials for Hindi, Marathi, Pashto, Sinhala, and Tamil for specialized research needs, improvement of skills, or to maintain skills through practice.

Enrollments in language classes have been consistent over the past three years, with a notable bump in Tamil in 2013-14 (see table below). Students across the university have enrolled in SA language classes over the past 4 years: Barnard and Columbia Colleges; GSAS; School of General Studies; as well the Professional Schools. Arts & Sciences units account for the majority of the language registrants; among the professional schools, the largest cohort of language students is at SIPA, with the Engineering School second. From 2010-14, about 8-10% of registrants in each language were from professional schools, although in Hindi and Persian, they represented 15% and 16% respectively (see table below for registration).

The Institute is a member of the South Asia Summer Language Institute (SASLI) and supports it with annual dues and dedicates one Summer FLAS award to a SASLI fellow. The

SASLI program gives Columbia students access to, and supports language instruction in Gujarati, Marathi, Malayalam, Nepali, Pashto, and Sinhala.

Language	Registrants – Totals by language and Break-down of Professional School enrollments									
	13-14 Total	13-14 Prof.	12-13 Total	12-13 Prof.	11-12 Total	11-12 Prof.	10-11 Total	10-11 Prof.	Total by Lang.	Total Prof.
Bengali	22	0	35	4	31	4	19	1	107	9
Hindi-Urdu	135	16	160	18	159	33	154	25	608	92
Persian	93	19	90	7	68	5	92	24	343	55
Punjabi	21	5	17	1	21	2	28	0	87	8
Sanskrit	40	0	42	9	26	0	34	0	142	9
Tamil	29	5	12	0	13	3	18	0	72	8
Totals	340	45	356	39	318	47	345	50	1,359	181
Prof. Schools: Architecture, Business, Engineering, Law, Public Health, Social Work, Teachers & SIPA										

With a grant from the Mellon foundation, the Language Resource Center entered into an agreement to share language resources with Cornell and Yale. The grant enabled construction of interactive classrooms equipped with computers, video cameras, microphones and speakers, and large-screen monitors at the three schools. The classrooms have been used at Columbia to teach three levels of Tamil to students at Cornell and Yale. Cameras can be operated by students in all of the rooms, and the use of two screens enables students at Cornell or Yale to participate in the Columbia classroom, and view on-screen material simultaneously. The “Shared Course” program enables eleven languages to be shared and partners now include Michigan and Brown.

4B. Depth of offerings: Columbia offers Department-based three year programs (Elementary, Intermediate, and Advanced levels) in Hindi, Persian, Sanskrit, Tamil, and Urdu. The Language Resource Center offers two-year programs in Bengali, and Punjabi; a third year is available for these languages as supervised study with the respective instructor. In 2010-11, and intensive Hindi heritage track was introduced; and in 2012-13, a Heritage Urdu track. Over the fall and spring semesters in one year, students in the Heritage classes can obtain the equivalent of two years of language study (Elementary through Intermediate levels). While Columbia does not offer language across the discipline courses, a number of professors provide the opportunity for

students to work with materials in Bengali, Hindi, Sanskrit, Tamil, and Urdu in the context of disciplinary courses. Elementary Hindi-Urdu was taught Summer 2014.

Columbia University South Asia Language Faculty, 2013-14			
Bengali Bhattacharjya (100% PT)	Hindi-Urdu Ahmad (50/100%, FT) Rajpurohit (100% FT) Ranjan (100% FT)	Punjabi Singh (100% PT)	Tamil Sudanandha (100% FT)
Persian Dabiri, (100%, FT) Hussain (100%, PT)		Sanskrit Pollock (50/100% FT) Leavitt (100%, FT)	Urdu Ahmad (50/100% FT)

4C. Staffing: Since Fall 2010, following a Spring 2010 search for two full-time Hindi-Urdu instructors, including one incremental position, the Hindi-Urdu Program has been staffed by a total of three full-time instructors (Ahmad, Rajpurohit, and Ranjan). There is a full-time instructor and one tenured professor teaching Sanskrit; and one full-time instructor each for Tamil and Modern Persian. A part-time Elementary Persian instructor was added to add an additional section. Two part-time instructors run the LRC languages Bengali and Punjabi.

Training: All of our modern language instructors are native speakers of the languages that they teach, and with one exception (an ABD candidate) have PhDs in either linguistics or language and literature. Departmental and LRC language instructors regularly attend national conferences, pedagogy workshops and other training opportunities hosted by ACTFL, Flagship centers, language associations, with funding provided by SAI and MESAAS. LRC pedagogy workshops are offered annually and one-on-one consultations for instructors are available. SAI has funded language training activities organized by South Asia Language Coordinator Rakesh Ranjan. From 2010-2104, Ranjan organized six workshops focused on proficiency and assessment methodology for Hindi, Urdu, and Panjabi. In the same period he organized three

additional language pedagogy workshops that were open to instructors in other non-SA LCTLs and non-LCTL languages. SAI was the primary funding source for all of these workshops, and co-sponsored a 2010 LRC conference on LCTLs. (See Outreach section). The workshops and conferences were all attended by the full cohort of SA language instructors at Columbia and NYU and SA instructors from CUNY, Fordham, Yale, Penn, Harvard, and Texas.

4D. Quality of Program and Performance-Based Instruction: Columbia language instructors use performance-based and task-based methodology across their curricula, focusing on the development of speaking, listening, reading, and writing skills through the use of authentic text and video materials. Classroom methodology and pedagogy in all programs are under the direction of SA Language Coordinator Ranjan. Classroom teaching is based on constructed-response formats which allow for performance-based assessments. National standards incorporating ACTFL and ILR guidelines were incorporated into the South Asia language revised curriculum in 2011-13, including learner-centered and real-life task methodologies to align with the “Global readiness” and “Global Standards” models.

Resources for web-based instruction are available to all students, developed by or in consultation with Columbia language instructors. Materials (aural, web, video, text) for all South Asian languages taught at Columbia have been collected and developed with the help of the Language Resource Center and are available on-line for use by instructors and students. Columbia’s Center for Digital Research and Scholarship, and the Center for New Media and Teaching provide additional campus resources, workshops, and advice for the creation of materials for the classroom. A language resource library was established in 2013 at MESAAS to serve all of their language programs, with funds from MESAAS and the three Institutes.

Language Proficiency: Rakesh Ranjan, South Language Coordinator, is a national leader in the formulation and introduction of proficiency-based methodology and pedagogy. With his counterpart at NYU in Hindi-Urdu, who runs an NYU StartTalk project, Ranjan has organized training workshops funded by SAI (see Outreach section). Ranjan has contributed several curricular units to the Hindi-Urdu Flagship at Texas-Austin, posted on their website, such as “Hindi-Urdu for Health,” and “Hindi-Urdu for Business.” He is a consultant for the American Council on International Education on ILR assessment and testing materials, and for a consortium of HBCUs in Maryland and Virginia which is building a Hindi-Urdu program. Ranjan works closely with the Language Resource Center to assure the use of proficiency-based methods in LRC programs. He participates in the LRC assessment and curricular materials programs, and a collaborative Heritage language project for students at Columbia, Texas-Austin, and UCLA. Ranjan serves as Director of AIIS Summer Intensive Intermediate Hindi program in Jaipur, has reorganized the Intermediate curricula, and is a member of the AIIS language committee. Dwijen Bhattacharjya, the Bengali instructor, is certified by ACTFL as an OPI examiner and performs OPI testing for both the Departments of Defense and State, and runs a Native Language Arts program for Bengali speakers for the NYC Department of Education. Hindi-Urdu instructors Ahmad and Rajpurohit are seeking ACTFL certification.

5. Strength of Library

The South Asia collection at Columbia University Libraries (CUL) contributes to local, regional, national, and international efforts to promote access to a variety of resources, and is a source of support for students, faculty and scholars at Columbia, the NY metro area and beyond. The South Asia collection, one of the most comprehensive in the nation, has promoted a pioneering vision of cooperative collection development and management.

5A. Strength of Holdings: At CUL, a system of over 25 campus libraries, the South Asia print holdings exceed 500,000 volumes, with more than half of the collection in English and other European languages. We collect extensively in South Asian languages; and the collection is especially strong in Bengali, Hindi, Nepali, Panjabi, Rajasthani, Sanskrit, Sindhi and Urdu. Other representative languages include Gujarati, Newari, Oriya, Pashto, Sinhalese, Tamil, and many others. The geographical scope of the collection includes Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, Sri Lanka, Afghanistan (managed by the Middle East Librarian), and Tibetan language material published in South Asia.

CUL participates in the Library of Congress (Delhi, Islamabad) Cooperative Acquisitions program and receives materials in all humanities and social science subjects and select sciences: anthropology, archaeology, art, economics, ecology, folklore, gender studies, geography, history, human rights, literature, mass media, music, political science, religion, sociology, statistics (including census), and urban planning are special highlights of the South Asia collection. New subject profiles added last year: Materia Medica and Eastern Medicine, Maldives, Fine Arts (for Bangladesh, Nepal, Sri Lanka), and a Graphics Novels. The SA Librarian collects material for multiple libraries including Butler (humanities), Lehman (social sciences), Avery (art and architecture), Watson (business), and others. The Law Library at CUL maintains a separate Library of Congress South Asia subject plan. Burke Library at Union Theological Seminary has a renowned collection of missionary documents, pamphlets, and rare books and serials. CUL's Rare Books and Manuscript Library has a special collection of 350 Sanskrit manuscripts on astronomy and mathematics, cataloged and accessible to scholars. The Butler Media Center has extensive collections of SA documentary and feature films, and the Avery Architectural and Fine Arts Library is among the best in the country, with comprehensive holdings on SA art and

architecture. CUL provides access to unique primary source materials through the recent purchase of seven major microform collections and filming of four journals.

CUL subscribes to extensive print serials from South Asia, with major continuing subscriptions from Bangladesh, India, and Pakistan. Additional serials arrive from Bhutan, Nepal, Sri Lanka, and titles about South Asia published in other parts of the world. CUL maintains extensive access to thousands of Open Source and subscription electronic serials, and free resources are added to the CUL catalog continually. CUL collects digital resources, including commercial products with South Asia content. This past year, a newly purchased digital collection provided online primary source access to materials drawn from the British Library, the National Library of Wales, the National Library of Scotland, the US Justice Department Library and National Archives, and others.

There is a strong emphasis at CUL on the creation of original digital content. Online South Asia Studies Research guides are publicly available on the library website; new resources are publicized at the Global Studies Blog; and CUL catalog records link to full text HathiTrust links, when available. The Center for Digital Research and Scholarship is involved in several South Asia related library projects. CUL hosts the companion site for the new journal *Comparative Studies of South Asia, Africa and the Middle East*. At Columbia's repository of open access publishing, Academic Commons, there is strong SA subject representation.

Financial Support \$147,145 was allocated to support SA acquisitions in 2013-14. These numbers do not include general CUL funds to support databases and electronic journals that cannot be tracked by region, and excludes purchases by subject specialists in art, architecture, music, film, law, and health sciences. Expenditures on direct support for staffing were \$187,695 in 2013-14, which does not include support for processing of English language materials. This

figure includes only core staff who select or process newly acquired South Asian materials and excludes support for processing of many journals, audio-visual media, and electronic resources, and funds spent on preservation and maintenance of the collections.

5B. Access through Cooperative Arrangements: Columbia, NYU, and the NY Public Libraries comprise MaRLI, a cooperative agreement to share resources through reciprocal on-site access. CUL is a member of the Metropolitan Reference and Research Library Agency (METRO), a network of 250 libraries in the NYC area that allows access to unique items in member libraries. Columbia is a founding member of BorrowDirect, a network across schools in the northeast for expedited university interlibrary loan service. CUL is a member of the Online Computer Library Center (OCLC) and their 60-plus member SHARES program, which expedites interlibrary loan services and provides preferred access; NERL (Northeast Research Libraries Consortium) which allows for joint licensing and price negotiation for electronic resources; and the Center for Research Libraries, a consortium for shared access to unique and specialized research materials via electronic delivery and interlibrary loans. CUL participates in the South Asia Microform Project and the Southeast Asia Microform Project (SAMP and SEAM), hosted by CRL, and the Committee on South Asian Libraries and Documentation (CONSALD), for which CUL is responsible to acquire art exhibition catalogs, architecture journals and school textbooks, as part of a collection-building cooperative of 14 universities. Columbia and Cornell coordinate and share resources of their South and Southeast Asian studies collections ("2CL").

Access from other institutions: The Columbia University library catalog (CLIO) is publicly accessible from any internet connection, and includes many Open Source as well as free print and subscription links. Borrow Direct members can request items from CUL; other institutions can make use of Interlibrary Loan. Columbia allows the use of its collections by

researchers and scholars with or without a university affiliation: residents of the NY metro area may request access through METRO and MARLI (see above); scholars at universities outside the metro area may obtain access via SHARES (see above). Columbia academic units may request access for individuals through the University Seminars program, or may nominate them as Visiting Scholars, or Research Associates to obtain reading and/or borrowing privileges.

6. Quality of Staff Resources

A. Faculty qualifications: The South Asia Institute draws teaching faculty from six schools (Architecture, Arts and Science, Barnard College, International and Public Affairs, Public Health, and Teachers College). SAI's affiliated teaching faculty represent 14 departments and six languages. Appendix 3, Faculty Biographies, lists their accomplishments individually, and together evinces extensive teaching and overseas experience, high levels of proficiency in South Asia languages, a breadth and depth of research interests, and the quality and number of recent publications. Full-time faculty are chosen in a rigorous search process; positions are advertised nationally and internationally. Tenure requires national recognition as a scholar with excellence in teaching, publications, and service. Our language instructors, as noted in Section 4, are leaders in performance- and proficiency- based methodologies. All of our language faculty have participated in the language training workshops described in Section 7, Outreach.

Our senior faculty includes some of the most respected scholars in South Asia Studies. In 2009, Partha Chatterjee received the annual Fukuoka Academic Prize for outstanding achievement in Asian Studies; and in 2012, Gayatri Chakravorty Spivak received the Kyoto Prize in Thought and Ethics. Sheldon Pollock was recognized twice by the Indian government: the Padma Sri award (2010) and the President's Award for Sanskrit (2009). In total, nine current faculty have been awarded a Padma Vibushan, Padma Bhushan, or Padma Sri award.

Pollock was named one of four recipients of the Distinguished Achievement Award of the Andrew W. Mellon Foundation, intended to honor scholars who have made significant contributions to humanistic inquiry, and awarded a five-year grant of some \$2 million. Other current faculty projects have been funded by the Forum Transregionale Studien (Germany), Ford, Luce, NEH, Pepsico, NSF, Pulitzer Foundation, and others.

Akeel Bilgami, Sidney Morganbesser Professor of Philosophy, has been Institute Director since July 2013. He served as director at the Heyman Center for the Humanities from 2004-11, and Chair of the Philosophy Department from 1995-1999. He is a founding member of Columbia's Committee on Global Thought, a university forum on the challenges of globalization and one of the key units in this major university-wide academic initiative. Katherine Pratt Ewing, Professor of Religion, serves as MA Coordinator for the new MA in South Asia Studies at SAI. Ewing taught at Duke University from 1991-2010, appointed in Anthropology and Religion, and served as Director of the South Asia Center (in an NRC consortium). Assistant Director William Carrick, who joined the Institute in August 2008, has twenty years of experience in university and Title VI administration. Librarian Gary Hausman has a PhD in Anthropology and a MS in Information Science. He previously worked at the Princeton University Firestone Library and the Rare Book Collection at North Carolina, Chapel Hill. Dr. Anne-Maree Ruddy will serve as project director for the SAI evaluation. She is Senior Research Associate at the Center for Evaluation and Education Policy (CEEP) and Director of Education Policy. She will partner at CEEP with Dr. Patricia Muller (CEEP) who will serve as principal investigator for the SAI evaluation. Drs. Ruddy and Muller have together worked on many large-scale evaluation projects, including the evaluation of twenty Title VI NRCs at Georgetown, Harvard, and Indiana Universities.

Professional development: The University offers strong support for faculty development: tenured faculty receive a semester of paid leave (one year at half pay) every 3.5 years; and tenure-track faculty receive a semester of paid leave in their fourth year. SAI membership in professional organizations that sponsor overseas research in South Asia (AIIS, AIPS, AIBS, AISLS) provide opportunities for short-term and long-term research. Over any given 4-year period, virtually all tenured and tenure-track faculty spend time in South Asia. The Director makes a trip to South Asia annually for research and institutional development; and the SA Librarian makes a biannual trip. Language instructors regularly attend workshops, conferences, and pedagogy workshops, with funding from SAI and MESAAS. Staff are eligible for tuition benefits that allow them to pursue academic and professional training.

Student instruction, supervision, and advising: South Asia faculty taught over fifty language classes and over forty area studies classes in 2013-14. In addition to a regular teaching load of four courses per year, full-time faculty mentor and supervise students. These activities typically amount to approximately 25% of a faculty time. Full-time faculty serve as DUS, or DGS for MA and PhD students, in all Depts. Depts. assign each student (major, MA, PhD) to faculty who serve as a primary academic advisor. Undergraduate advising at Columbia College and the School of Engineering is run by the Center for Student Advising (CSA), which coordinates advisement with faculty and departments. Barnard College and General Studies have equivalent faculty advisement, school-wide and at the department level.

Graduate advising takes place at the department level (as noted above) and via school-wide services, and by thesis advisors and readers for an MA thesis, or for doctoral students, a committee with five faculty. (See Section 2B.) Columbia places a high value on faculty mentoring of MA and PhD students in research and teaching skills, fostering professional

practices, and supporting job searches and subsequent careers. Faculty are involved with training activities at the GSAS Teaching Center, the Preparing Future Faculty Program, and Project for Scholarly Integrity and Responsible Conduct of Research. At SIPA and Teachers College, faculty directors and departmental advisors offer advisement in tandem with school-wide advisement services and coordinate advisement activities with these offices.

Columbia University Executive Committee, 2013-16, by Department, Faculty of Arts & Sciences		
Anthropology Partha Chatterjee Comparative Literature Gauri Viswanathan Economics Rajiv Sethi	School of Engineering Upmanu Lall History Anupama Rao MESAAS Sheldon Pollock Sudipta Kaviraj	Philosophy Akeel Bilgrami Religion Katherine Pratt Ewing FAS = Combined Faculty of Columbia College, Barnard College, Engineering, and Graduate School of Arts & Sciences

6B. Oversight: The Institute's Executive Committee (see above) convenes regularly to review ongoing and proposed teaching, research, and programming and to discuss future directions for the Institute. The committee includes representatives from eight disciplines and three schools; two former Institute directors; a former NRC director at another university; the director of the Water Institute at the Earth Institute; and six senior scholars with experience as Departmental Chairs. Executive Vice President of Arts & Science, Professor David Madigan of the Statistics Dept., is an ex officio member of the Executive Committee. The Institute submits an annual report to the Board of Trustees. The MA Coordinator and Institute director meet with GSAS Dean Carlos Alonzo and FAS Dean Pierre Force for an annual review, and during the academic year as needed to address new or ongoing business.

Administration and Outreach Staffing: The Institute's full-time staff consists of the Director, MA Coordinator, Assistant Director/Outreach Coordinator, and Administrative Assistant, supported by a part-time Program Assistant. The Director oversees the Institute's academic, research, and outreach programs, and devotes 25% of non-teaching time to Institute business. The MA Coordinator is the principal academic advisor for South Asia Studies MA students with South Asia concentration. Both Director and MA Coordinator are tenured faculty. The Assistant Director plans and implements teacher training in consultation with the director, manages programming and other activities, oversees its finances, advises students and faculty about policies and procedures, and administers NRC projects and FLAS fellowships. The Administrative Assistant is responsible for the implementation of Institute outreach and programming activities; manages the day-to-day operation of the Institute, and processes all financial transactions within the university financial systems. The Program Assistant, a SIPA student, assists with programming, student activities, and special projects.

6C. Non-discriminatory employment practices: Columbia's non-discriminatory employment policies are administered by the Human Resources office at each school, to ensure compliance with regulations to monitor the recruitment of members of traditionally underrepresented groups, including ethnic minorities, women, seniors, and the disabled. All hires of instructional and administrative staff are reviewed by and subject to the approval of a central affirmative action monitoring committee. A Vice Provost for Diversity Initiatives position was established in 2004. A private donation of \$15 million (2005) and a \$30 million Presidential award (2012) support the recruitment of women and minority faculty. Ten of Columbia's twenty schools and colleges are headed by women. At present, 26% of faculty and 37% of staff are racial/ethnic minorities; women represent 40% of faculty and 57% of staff. At

SAI, 44% of affiliated faculty are women; 75% are of South Asia origin; language instructors are 100% of SA origin and 40%; and the full-time SAI staff are 50% of SA origin and 50% women.

7. Outreach Activities

Elementary and Secondary Schools: In 2010-14, SAI organized Professional Development courses with partners Columbia Teachers College (TC), and the Middle East and Africa Institutes (MEI and IAS). Courses were targeted to meet the needs of teachers for the K-12 New York State Global Studies Curriculum. Most participants were 9-12 teachers, but K-8 and two-year college instructors attended some workshops. Courses (below) were organized as a coherent series of two hour lectures, and featured full-time faculty of Columbia, ABD Columbia doctoral candidates, and full-time faculty from NYU, CUNY, Penn, Rutgers, and Stanford.

Books and reading materials, and materials were provided at no cost to the teachers and their use in the classroom was discussed by the lecturers. In the past four years, over 100 K-12 teachers from NYC public and private schools, who teach an average of 61 students per year, have attended our Professional Development courses. These teachers have over 6,000 students in classes in a given year. The 2010 workshop, “A Short History of Pakistan,” is posted on our website as a podcast with accompanying curricular materials. The Institute plans to continue to offer Professional Development classes with the Middle East Institute and the Institute of Africa Studies (IAS), and to develop interregional workshops such as “Civil War and Regional Conflicts” and “Cultural Exchange in the Indian Ocean.” SAI will expand teacher training in the next cycle to include an annual conference on the Columbia campus, jointly with the Boston-based K-12 teachers group *Educators for Teaching India* founded by Boston teachers in 2008. The first conference, planned for December 2014, will feature workshops organized jointly by secondary school teachers and university faculty, on organizing study abroad trips for high

school students, and strategies for starting up a new class on India. SAI will post the Professional Development workshops and conference sessions on the web as podcasts, with curricular materials and classroom resources, to widen the impact of our programs.

2010-14 Professional Development Classes for K-12 and Two-year college teachers, and teachers-in-training			
Semester & Attendance	Course Title	Partners	Speakers
Spring 2010 (14 classes); 33 K-12 teachers, one two-year college instructor	Colonialism and Nationalism in the Middle East and South Asia	Middle East Institute; Teachers College	Columbia FT Fac (8) ABD Columbia (2) Teachers College Fac (2) Other Univ FT Fac (2)
Fall 2010 (6 classes) 22 K-12 teachers	A Short History of Pakistan	Middle East Institute	Columbia FT Fac (1)
Spring 2011 (3 classes); 20 teachers, 1 two-year college teacher, one PhD Education student (NYU)	Three Partitions and the Making of the Subcontinent	none	Columbia FT Fac (2)
Spring 2012 (2 classes on South Asia out of 7 total) 12 teachers (two sessions)	Keys to Understanding the New Political and Social Landscape in the Middle East, Afghanistan, and Pakistan	Organized by MEI & Teachers College. Two sessions sponsored by South Asia Institute on Pakistan & Afghanistan	Columbia FT Fac (2)
Fall 2012 (6 classes) 26 teachers, 2 two-year college instructors	Muslim Societies: Local Histories and Local Practices in Africa, the Middle East, and South Asia	Middle East Institute; Africa Institute	Columbia FT Fac (4) Other Univ FT Fac (2)
Spring 2014 (4 classes) 13 teachers, 2 two-year college instructors, 2 PhD Education students from Teachers College	Democratic Contestations and Political Violence: the Middle East and South Asia	Middle East Institute	Columbia FT Fac (1) Other Univ FT Fac (3)
Total classroom hours: 70 hours Total attendance: 114 teachers Taught by FT Columbia Faculty: 48 hours Taught by Teachers College Faculty: 4 hours		Taught by FT Faculty from other schools: 18 hours (Boston Univ., Brooklyn College, California-Berkeley, Connecticut College, Hunter College, NYU, Rutgers, Stanford, and William Patterson Univ.)	

Language instructor K-16 workshops. Since 2010, Rakesh Ranjan and Gabriel Ilieva, the respective SA Language Coordinators at Columbia and NYU, have worked with a cohort of teachers from community schools, K-12 schools in NY and NJ, and area colleges to improve curricula, materials, and methodologies through a series of workshops (below). Participants have included the full NYU and Columbia Hindi-Urdu cohort of instructors, instructors-in-

training who at NYU's Hindi StartTalk program, Hindi-Urdu instructors at K-12 schools, and from CUNY, Fordham, Yale, Penn, Harvard, and Texas, and instructors of non-SA languages.

Date and Year	Workshop Title	Participants	Languages taught by Participants
November 13, 2010 December 11, 2011 January 29, 2011	Performance Assessment Rubrics and Standards-Based Activities in Lesson Plan Design	Workshop 1: 32 Workshop 2: 27 Workshop 3: 24	Hindi, Urdu, Panjabi
January 20, 2012	Reading Proficiency Workshop	Total: 21	Hindi (8), Arabic, Chinese, Dutch, Persian, Russian, Vietnamese
November 20, 2012 at Columbia; December 1, 2012, at NYU	Differentiated Instruction in a Mixed-Abilities Classroom	Day 1: 18 Day 2: 22	Hindu and Urdu (26), Chinese, Persian, Swahili, and Russian
February 14, 2014	Language, Culture, and Identity: Why does Heritage matter in our Language Classroom?	Total: 23	Hindi and Urdu
February 28, 2014	Teaching through Poetry and Literature	Total: 18	Hindi, Urdu and Panjabi
April 4, 2014	Language Assessment Design for Performance	Total: 20	Hindi, Urdu, and Panjabi

In April 2011, the Institute co-sponsored an all-day Columbia conference with the Language Resource Center, Global Programs, three regional Institutes, three Departments, and the Institute for Comparative Literature & Society, "What Future for the Less Commonly Taught Languages?" It featured language pedagogy experts from Columbia, Yale, CUNY, Bryn Mawr, California State, Long Beach, and the Defense Language Institute.

Postsecondary institutions: The institute organizes a number of events that attract scholars from area colleges and institutions. In 2009 and 2011, SAI organized major two-day conferences that featured scholars from the across the US, Canada, Europe, and South Asia. In 2009, "Caste and Contemporary India," in honor of Columbia alumnus B. R. Ambedkar, featured scholars from five US and seven Indian universities. In Fall 2011, we hosted the two day conference "Beyond Security: Democratic Contestations in Pakistan and Bangladesh," which featured Aitzaz Ahsan, a leading figure from the Lawyer's Movement, and Sara Hossain, an

Advocate at the Supreme Court in Pakistan, and two other scholars from Pakistan. Participating scholars came from the Univ. of Amsterdam, Durham, Harvard, Leeds, LSE, Pennsylvania, Quaid-e-Azam University, and others. Both conferences were co-sponsored with the IRCPL, as well as SIPA, ISERP, MESAAS, the History Department, and others.

The Institute offers an annual Distinguished Lecturer Series, including the annual Mary Keating Das and Barbara Stoler Miller lectures. Recent Lecturers have included Muzaffar Alam (Chicago), Faisal Devji (Oxford), Carl Ernst (NC-Chapel Hill), Gopal Guru (JNU), Isabel Hofmeyer (Witwatersrand), Zoya Hasan (JNU), Ayesha Jalal (Tufts), John Kelly (Chicago), Alexis Sanderson (Oxford), Sundar Sarukkai (Manipal Univ.), Kesavan Veluthat (Delhi).

The Institute co-sponsors programming aimed at students and faculty from Columbia and other schools in the metro area. With MESAAS, we sponsor an annual one-day “Hindi-Urdu Workshop,” for students and faculty to discuss content and pedagogical issues. Other all-day programs have included: “Gujarat and Muslim-Hindu Relations,” with the Human Rights Institute and the Center on Democracy, Toleration, and Religion; “The Dilemma of Civilian Assistance to Pakistan,” with the Woodrow Wilson Center and the American-Pakistan Foundation; and “South Asian Encounters: Anthropologies of Travel and the Visual,” with the Historian of British Art. We partner with campus groups: South Asia Graduate Student Forum, with presentations by Columbia students; with the SIPA student South Asia Association, such as a one-day event focusing on the recovery from 2010 floods in Pakistan; and the Columbia University Seminars, lecture-discussions with scholars from outside Columbia

Business, Media, and the General Public: The majority of Institute programming is open to the public and the SAI listserv of 1,500 plus includes over 500 addresses from business, media and the general public. We regularly collaborate with other Columbia units to reach new campus

and general public audiences by co-sponsoring events with the Schools of the Arts, Business, Journalism, Public Health, SIPA; and units such as Columbia Libraries; IRCPL; ICLS; and others. The Columbia Business School organizes an annual conference “Doing Business in India,” that attracts US and South Asian companies and business leaders. In December 2013, SAI organized a panel with the Columbia World Leaders Forum, and the Committee on Global Thought, “Growth and Poverty,” featuring Nobel Laureates Amartya Sen and Edmund Phelps, and Earth Institute Director Jeffery Sachs. This past year, with the School of the Arts, we hosted the filmmaker Anand Patwardhan, to screen his documentary “Jai Bhim Comrade” about Dalit movements, and a director Nagraj Manjule, who screened “Fandy,” an award-winning feature film on caste and village life in India. In February 2014, SAI organized a concert by the well-known sitar player Shujaat Khan, open to the general public, attended by over 500 persons.

Institute faculty members are a major resource for journalists covering South Asia. In the past five years, they have contributed to reporting in the *New York Times*, *Times of India* (Delhi and Kolkata), in the Bengali language paper *Ananda Bazar Patrika* (Kolkata), and for the *Huffington Post*, and *American Public Radio*. They have appeared on television on Al-Jazeera, BBC, CBS Evening News and WCBS (NY affiliate), CNN, CNN Int’l, and CNN-IBN, NDTV (India), and on PBS including the *Charlie Rose Show* and *Newshour*. Columbia faculty members have contributed Op-eds to *New York Times*, *Times of India*, *Washington Post*, *The Hindu*, *Pakistan Today*, and others. SIPA Prof. Panagariya writes a monthly column for the *Times of India*, and has published op-eds in the *Wall Street Journal*, *Financial Times*, and *Economic Times* (India). Professor Akbar Zaidi is a frequent contributor to *Economic and Policy Weekly*, and appears on numerous television channels in Pakistan. He has published many op-ed pieces

with *Hindustan Times* (New Delhi), and in Karachi with *Dawn*, *The News*, and *Express Tribune*.

8. Program Planning and Budget

8A. Quality and Purpose: The proposed project comprises several related activities: 1) to add Advanced Bengali, and to support our Tamil language program, which has enrolled consortium students from CUNY, NYU, Cornell and Yale in the past two years; 2) to balance the Institute's core strength in Indian studies by continuing to offer classes on Pakistan by political scientist S. Akbar Zaidi; 5) to collaborate with NRCs and other units on campus to create cross-regional K-14 teacher training activities; and to provide K-14 teacher training on South Asia through an annual conference in New York, organized with the Boston teachers group, Educators for Teaching India; 6) to support South Asia language instructors with a variety of K-16 language proficiency workshops; and create K-16 curricular units which can be shared with language instructors nationally; 7) to support the production of qualified Hindi-Urdu language instructors with an intensive, 60-hour, two-week workshop for students enrolled in a new Hindi-Urdu pedagogy MA program at Keene University; 8) to partner with LaGuardia Community College, to develop a South Asia curriculum to align with existing tracks and degrees; and 9) to organize faculty training workshops and events for LaGuardia and Hunter College, and with the Middle East Institute; and 9) to foster new research across a cooperative publishing venture.

8B. Plan and Timeline: The PMF forms (in Appendix III) show how we plan to measure activities that build strength across four years of the grant, in area and language instruction, language pedagogy and training, K-14 teacher training and curricular development, and increase minority student participation in South Asia Studies. As the table below shows, the largest percentage of requested NRC funds (27%) will support language and area studies instruction. Outreach, including personnel costs and programming, is the second largest category (21%).

Absolute and Competitive Priority Projects are the third largest category and NRC administration is the fourth largest categories of expenses (12%). The CEEP Evaluation project is 10% of project costs. Library support constitutes 10% of NRC requests. Other program support is 3% of the request, which covers supplies and support for South Asia across the Disciplines.

South Asia Institute NRC funding requests, 2014-17, and percent of direct costs						
Category	FY 2014 request	FY 2015 request	FY 2016 request	FY 2017 request	Total 14-17	Percent Direct \$
Language instruction & support	\$57,500	\$57,500	\$56,500	\$56,500	\$228,000	21.5%
Area Studies instruction	\$18,000	\$16,050	\$14,100	\$11,500	\$59,650	5.5%
Total Instructional Support	\$75,500	\$73,550	\$70,600	\$68,000	\$287,650	27%
Outreach Personnel & Activities	\$54,200	\$55,500	\$56,930	\$58,750	\$225,380	21%
Absolute/Competitive Priorities	\$44,397	\$44,397	\$44,397	\$44,397	\$177,588	17%
Administration	\$29,900	\$30,810	\$31,850	\$33,150	\$125,710	12%
Evaluation	\$28,500	\$28,500	\$28,500	\$28,500	\$114,000	11%
Library	\$23,400	\$23,400	\$23,400	\$23,400	\$93,600	9%
Other	\$7,992	\$7,732	\$8,212	\$7,692	\$31,628	3%
Requested Funds, Direct Costs	\$263,889	\$263,889	\$263,889	\$263,889	\$1,055,556	100%
Requested Funds, Indirect costs	\$21,111	\$21,111	\$21,111	\$21,111	\$84,444	
Total requested funds	\$285,000	\$285,000	\$285,000	\$285,000	\$1,140,000	

The above funding requests will be leveraged with university funding for language and area studies faculty and fringe benefits of up to 50%; administrative, outreach, and library salaries of up to 50%; significant support from other sources for conferences, lectures, and teacher training events; and additional funds for library acquisitions. In 2013-14, the university spent \$7,093,663 on salaries, fringe, and other support exclusive of fellowships; (See Criteria 1); the average NRC request of \$285,000 for 2014-18 is 4% of the 2013-14 total at the university.

8C. Costs: The costs of the proposed activities are significant yet reasonable, and are leveraged with university and other funds. The salary for Professor Akbar Zaidi are 85% funded by SIPA and Arts & Science; A&S contributes 60% of the Tamil instructor salary and 50% of administrative salaries at the Institute. Columbia Libraries supports 74% of the South Asia librarian salary. The South Asia across the Disciplines project combines \$5,000 of USED money

with funding from Berkeley, Chicago, and Mellon foundation funding to promote new scholarship. Although NRC funds constitute a small percentage of the overall expenditures at Columbia for study of South Asia (see above and Criteria 1), they make the Institute an effective voice in influencing the course of South Asia Studies at Columbia. NRC funding will triple the budget of the Institute, and allow us to provide services that we would not otherwise be able to provide, especially in teacher training, outreach, language and area studies instruction.

8D. Long-term impact on training: The proposed project will build up existing South Asia programs over the next four years and will have long-term results. By the end of the project, we hope to have demonstrated the need for a full-time instructor in Bengali and to have a full three-year program in place. We will introduce South Asia content into at the curriculum at LaGuardia, in order to demonstrate the need and feasibility of regular South Asia course offerings at LaGuardia. We will organize public events and/or training workshops for faculty at LaGuardia and Hunter Colleges on South Asia and Islamic Studies. By supporting the Keene University MA program in Hindi-Urdu Pedagogy with an annual intensive workshop, we hope to increase the production of qualified Hindi and Urdu language instructors, who should begin to graduate before the end of the grant. K-16 language workshops will produce annual curricular modules which will be posted-on line for access by instructors nationally. Our K-14 Teacher Training workshops with the MEI, and our new annual conference with the Boston group “Educators for Teaching India,” and our partnership with LaGuardia and Hunter Colleges will reach new teachers and student groups. Lectures, seminars, and conferences organized by the Institute will bring leading scholars from outside Columbia and expose students to new research and pedagogical methods. These projects will be measured and adjusted annually with the collaboration of the Center for Evaluation and Education Policy.

9. Impact and Evaluation

9A. University Impact: South Asia language programs at Columbia supported directly and indirectly by the Institute enrolled 1,359 registrants in the past four years; with students from twelve different schools, and 13% of registrants from eight professional schools. (See criteria 4.) SA content has been incorporated into the curriculum of eighteen departments and six schools; and SA language and area studies are incorporated into the university's undergraduate core curriculum. (See Criteria 3.) In the past four years, the Institute has made a concerted effort to collaborate with departments, centers, and institutes at Columbia, and with student groups, to reach new audiences and to facilitate an exchange of knowledge (see table below).

Community Most of our events are open to the general public, and for co-sponsored events, are advertised beyond our usual participant lists, to attract attendees from the wider New York area. Teacher Training programs have enrolled K-12 teachers from public and private schools from throughout the NY metropolitan area, including teachers from neighborhood Harlem schools. A 2013 event addressed the issue of hate crimes directed against Muslim and South Asians in the NYC metro area, in response to incident near the Columbia campus. It featured scholars, community leaders, and activists with an audience of over 200 who were primarily residents of the surrounding neighborhoods.

Region: From 2010 through 2104, the Institute organized 130 events for a variety of audiences, many with co-sponsors on-campus, and some with regional and national organizations. A two-day conference on Bangladesh and Pakistan (2011) attracted post-secondary educators and students from throughout Northeast and featured five scholar-panelists from South Asia. The proceedings were posted on the Columbia YouTube and iTunes channels. Our annual Language & Literature workshops are attended by faculty and graduate students

primarily from around the tri-state area, but often attract scholars from as far away as California, Michigan, and Texas. Language proficiency workshops organized by SAI and the SA language programs at Columbia and NYU have been attended by language instructors at K-12, community schools, colleges and universities in NY, NJ, Connecticut, Massachusetts, and Pennsylvania. A new K-12 Teacher Training initiative in 2014-18 will connect teachers from the New York and Boston metro areas for annual conference to facilitate dissemination of curricula and resources.

South Asia Events Programming, Sept 2010 through May 2014				
Type of Event	#	attendees	Audience	Major Co-Sponsors
Conferences (one or two days)	3	545	General Public; Post-secondary educators; students	IRCPL, ISERP, MESAAS, History Dept., Historians of British Art, SIPA
Panel Discussions (half-day)	12		General Public; Post-secondary educators; students	Heyman Center for Humanities, IRCPL, MESAAS, MEI, SIPA, Woodrow Wilson Center, World Leaders Forum
Distinguished Lecturer Series	23	958	General public; post-secondary educators; students	MESAAS, Anthropology, Art History, History, IRAAS, IRCPL, Philosophy, Heyman Center for Humanities
Lectures	52	923	General public; post-secondary educators; students	Anthropology, CSER, Dance, SOA Film Program, Harriman (Russia), Human Rights, IRCPL, Center for Int'l History, Journalism School, MESAAS, MEI
Film Screenings	5	312	General public; post-secondary educators; students	Barnard, SOA Film Program, Human Rights, MESAAS,
Faculty Seminars	2	750	Post-secondary educators; students	History Dept.
Language and Literature workshops	7	200	Post-secondary educators, students	MESAAS, Univ of Pennsylvania
Student Events (SAI co-sponsor)	14	296	Undergraduate & Graduate students	South Asia Graduate Student Form, South Asia Assoc (SIPA students), Club Bangla, DISHA at Teachers College, Org. of Pakistani Students
Concert	1	525	General Public	Miller Theater
Community Events	5	707	General Public, Columbia students & faculty	Ambedkar International Mission (NA), Sikh Association, Embassy of India
Professional Development Workshops	35	114	K-14 Teachers	Middle East Institute, Teachers College
Language Workshops	9	205	K-16 Language Instructors	NYU Hindi-Urdu & StartTalk
Totals	174	6,742		

Nation SAI faculty experts are visible nationally on television, the internet, and in newspapers on cultural, economic, political, and security issues (See Criteria 7). Hindi-Urdu Proficiency Workshops and other language training events, co-sponsored with NYU and the Language Resource Center, and in particular, the materials produced at the workshops and by our language faculty, have impacted language programs across the country through dissemination on the web, including the website of the Hindi Flagship at Texas. Our support of the South Asia Summer Language Institute provides access to language training to students at schools where it is otherwise unavailable and the Institute has provides a FLAS to SASLI to fund one non-NRC student annually. The South Asia Across the Disciplines Series, a joint project of the Berkeley, Chicago, and Columbia South Asia NRCs, and their respective university presses, has published 18 books from 2010-14 by junior scholars, and with 10 books currently in press.

University Press	Books Published	Books Sold	Forthcoming
California, Berkeley	5	1,570	4
Chicago	6	2,860	2
Columbia	7	3,051	4
Total, SAAD project	18	7,481	10

9.2 Equal Access. All events, competitions, courses, and projects operate in accordance with Columbia's guidelines on affirmative action (see GEPA statement). Columbia College has the highest percentage of minority students enrolled among the Ivy League schools. Columbia College and Barnard, our largest undergraduate schools, have a combined student population that is approximately two-thirds female. In April 2012, CU announced a commitment of \$30 million to recruit professors and postdoctoral candidates from traditionally underrepresented groups. Columbia, with UC-Berkeley, participates in a consortium of 26 colleges with the Liberal Arts Diversity Officers Organization, and the Mellon Foundation to promote faculty and student

diversity, by accelerating faculty recruitment of Columbia and Berkeley PhDs at the colleges and recruitment of under-represented PhD candidates from the colleges. The Yellow Ribbon program for veterans at Columbia has 175 spaces allotted for students in 2014-15 across 16 schools. The School of General Studies does not set limits on the number of YR students. Many of these veterans have spent time in Afghanistan and are interested in studying the languages, history and culture of the region.

Columbia's commitment to equal access for the disabled has resulted in annual accessibility improvements through the renovation of academic and residence hall suites. Redesigned walkways, building entrances, new ramps, bathrooms, and elevators have improved campus access by wheelchair-bound persons. Elevators have been refurbished with Braille control panels and audible floor indicators for the blind. Knox Hall, the home of the Institute since Fall 2009, was designed to feature disability access. Columbia offers a wide variety of assistance for physically and learning disabled students, through the Office of Disability Services. Examples include the administration of exams, services such as note-taking, sign language interpreters, assistive technology, and coordination of accessible housing needs.

9.C. Evaluation Plan The external evaluation of the South Asia Institute will be conducted by the Center for Evaluation & Education Policy (CEEP), an internationally and nationally recognized and fully self-funded independent, non-profit external evaluator with over \$12 million annually in research expenditures. CEEP's content-diverse portfolio of projects includes extensive experience conducting external evaluations of programs funded by the U.S. Department of Education (ED), the U.S. Department of State, National Science Foundation and NATO; and providing evaluation technical assistance for the Office of Management and Budget, and the Office of Innovation and Improvement (ED).

More specifically, CEEP has extensive prior experience developing and implementing external evaluations of National Resource Centers and Area Studies programs. CEEP has served as an external evaluator and/or provided technical assistance for twenty NRCs and Area Studies Programs across four universities (Indiana University, Georgetown, Harvard and Columbia). In addition, the CEEP Project Director for this evaluation (Dr. Ruddy) has served as an Advisory Board member to the USDOE postsecondary office providing consultation on a survey administered to students who have completed FLAS programs; and has worked closely and collaboratively with the South Asia Institute and other NRCs and Area Studies Programs at Columbia University during the most recent Title VI funding cycle.

CEEP's prior experience working with Title VI funded centers across the past eight years will provide a strong foundation for the proposed external evaluation; and will allow the South Asia Institute to continue to efficiently and effectively use the evaluation results to both improve the quality of ongoing activities and to measure impact.

Evaluation Components. The four-year independent evaluation conducted by CEEP will include comprehensive formative and summative evaluation of center activities and NRC collaborative efforts. The evaluation specifically focuses on measuring the extent to which the South Asia Institute successfully meets the three established goals (corresponding to the Title VI priorities): increase participation in, and impact of, K-14 teacher training and K-16 language instructor training. (AP, CPP 2); increase student language proficiency in priority South Asian languages/LCTLs. (F1, F2, FI); and, increase SAI collaboration with MSI institution and MSI South Asia curricular content. (CPP 1). As evidenced in the table below, CEEP worked closely and collaboratively with the South Asia Institute to develop meaningful and specific objectives (referred to as *performance measures* for the purposes of this proposal) linked to each of these

three goals; and to develop project-specific, and quantifiable, outcome measures (referred to as *indicators* for the purposes of this proposal) to assess progress towards goals. Similar information plus corresponding activities are included in Appendix 4 on the required Performance Measure Form (PMF). However, the table below also indicates the types and sources of data, and the frequency of data collection.

Key to Priorities		Absolute Priority: Teacher Training Activities	AP
NRC Competitive Preference Priority 1: Collaborative activities with Minority-Serving Institutions (MSIs) or Community Colleges	CPP 1	FLAS Preference Priority 1: Fellowship award preference to students with financial need	F1
NRC Competitive Preference Priority 2: Collaborative activities on or off the NRC campus	CPP 2	FLAS Preference Priority 2: 25% or more academic year FLAS fellowships in U.S. DoE LCTLs	F2
NRC Invitational: Linkages with overseas educational institutions	NI	FLAS Invitational: Academic year fellowships in priority languages used in sub-Saharan Africa, South Asia, and Southeast Asia	F1
Project Goal #1: Increase participation in, and impact of, K-14 teacher training and K-16 language instructor training. (AP, CPP 2)			
Performance Measures	Indicators	Timeline	Method
A) Increase K-16 teachers' knowledge and use of South Asia content and language pedagogy by 10% annually	<ul style="list-style-type: none"> Number of teachers participating in workshops and conferences Percentage of participating K-14 teachers who report increased knowledge of South Asia content and/or language pedagogy as a result of sponsored conferences and workshops Percentage of participating K-14 teachers who report using conference/workshop content in their teaching 	Annual Annual Annual	Grantee/program records Outreach survey Outreach survey
B) Increase the language proficiency and instructional practices of K-14 Hindi-Urdu and other South Asia language instructors by 10% annually	<ul style="list-style-type: none"> Numbers of K-14 language instructors participating in workshops Number of curricular units/modules created Number of web-based downloads of curricular modules 	Annual Annual Annual	Grantee/program records Grantee/program records Web analytics
C) Increase production of qualified language instructors through collaboration with MA program at Keene University	<ul style="list-style-type: none"> Percentage of participating language instructors reporting use of curricular units/modules Graduation and placement at Keene University MA program 	Annual Annual	Outreach survey Keene University records

Project Goal #2: Increase student language proficiency in priority South Asian languages/LCTLs. (F1, F2, F1)

Performance Measures	Indicators	Timeline	Method
A) Increase the number of intermediate & advanced level language courses in Bengali during the course of the grant (GPRA)	<ul style="list-style-type: none"> Number of advanced Bengali classes 	Annual	Registrar
B) Increase numbers of students graduating with advanced proficiencies in Bengali and Tamil languages by 10% annually	<ul style="list-style-type: none"> Number of students enrolled in intermediate and advanced Bengali and Tamil classes Number of students graduating with Advanced Bengali proficiency Number of students graduating with Advanced Tamil proficiency Number of students enrolling from outside Columbia in all three levels of Tamil 	Annual Annual Annual Annual	Registrar Registrar Program records Program records
C) Award fellowships to undergraduate students or graduate students, who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	<ul style="list-style-type: none"> Number of FLAS fellowships awarded to undergraduate students who demonstrate financial need (summer) Number of FLAS fellowships awarded to graduate students who demonstrate financial need (AY and summer) 	Annually Annually	Program records Program records
D) Award 25% or more of academic year FLAS fellowships in priority languages. (F2, F1)	<ul style="list-style-type: none"> Percentage of FLAS awards in South Asia priority LCTLs 	Annually	Program records
E) Increase percentage of FLAS alumni fellows who secured employment that utilizes foreign language and area studies skills within 8 years after graduation based on tracking survey. (GPRA)	<ul style="list-style-type: none"> Percent of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey and center Grand survey 	Annually	FLAS tracking survey/ Center Grand Survey
F) Increase percentage of FLAS MA & PhD graduates who studied priority languages as defined by the Sec. of Education. (GPRA)	<ul style="list-style-type: none"> Numbers of students enrolled in supported language course instruction. Percentage of enrolled students who participate in LCTL FLAS Fellowships 	Annually Annually	Program records Program records
G) Increase percentage of FLAS fellows who increased foreign language reading, writing, and/or listening, speaking scores by at least one prof. level. (GPRA)	<ul style="list-style-type: none"> Percent of FLAS recipients who increase their foreign language reading, writing, and/or listening/speaking scores by at least one proficiency level. 	Annually	Language Proficiency Test Scores

Project Goal #3: Increase SAI collaboration with MSI institution and MSI South Asia curricular content. (CPP 1)

Performance Measures	Indicators	Timeline	Method
A) Increase numbers of students at partnering MSI institution graduating with South Asia area studies coursework by 10% annually	• Numbers of faculty at LaGuardia who offer courses with South Asia area studies content	Annual	MSI Registrars
	• Numbers of students at partnering LaGuardia enrolled in courses with South Asia area studies content	Annual	MSI Registrars
	• Number of students graduating from LaGuardia with credit from one or more courses with South Asia area studies content	Annual	MSI Registrars
B) Increase MSI faculty and student interest and use of South Asia area studies content and resources by 10% annually.	• Numbers of faculty and students at partnering MSIs participating in sponsored events/programming/workshops	Annual	SAI and LaGuardia
	• Percentage of participating MSI faculty and students who report increased interest and use of South Asia area studies content and resources as a result of participation.	Annual	Participant Survey
	• Percentage of faculty using workshop materials in courses	Annual	Participant Survey

Formative Evaluation: The first half of the project will focus on evaluating the extent to which new or redesigned programs/activities are being implemented as intended and accomplishing their stated need. The resulting feedback will allow for continuous improvement to help ensure that program goals are met. In year three, the evaluation focus will shift to impact; however, outcome data will also be collected in years 1-2. **Summative Evaluation:** Evaluation in years 3-4 will primarily analyze the outcomes of the South Asia Institute activities/programs. For example, CEEP will measure the extent to which the South Asia Institute has impacted students, faculty, and the community. To accomplish this, CEEP will follow up with former participants, including those from K-12 schools, community colleges, businesses and the media. An annual online “Outreach Survey” will be administered to determine the extent to which the South Asia Institute has impacted participants’ teaching, career, research, studies, and language use. An annual “Grand Survey”, described in more detail in the following section, will be administered to

all academic program affiliates of the center. In order to measure long-term outcomes, CEEP will maintain and regularly update a database housing participation records and contact information.

Grand Survey: An annual online “Grand Survey” will be administered to all current and past students affiliated with the South Asia Institute including current undergraduate and graduate students, alumni, and FLAS recipients. The survey will determine the impact the South Asia Institute has had on their current/future studies and career. Additionally, the South Asia Institute can use the data gathered on this survey to report on its participants’ current status, employment, and use of cultural knowledge/language in their current studies/employment.

Evaluation Timeline and Deliverables. Baseline data on each of the evaluation questions will be collected at the beginning of the grant period. Data collection will continue annually for the summative evaluation and as needed for the formative evaluation. A formative and summative evaluation report will be submitted annually, reporting on the activities and outcomes of the preceding year, as well as applicable longitudinal outcomes. Additional formative reports may be submitted in years 1-2 at the center’s request. In year 4, a summative report will focus on the extent to which the grant program accomplished pre-established goals.

Results of Recent Evaluations In August 2007, an external review from the Columbia Academic Review Committee (ARC) on the regional institutes was released. The ARC team met with directors and staff from all regional institutes; and with university administration; heads of Social Science Departments, and units with an international mission. The principal recommendation for SAI was expansion of ties beyond its humanities faculty; which has subsequently been realized with faculty hires in Architecture, Law, Public Health, SIPA and Teachers College, primarily over the past four years; and in co-sponsored campus activities with the World Leaders Forum, the Earth Institute, the School of the Arts, Journalism, Public Health,

SIPA; and with other regional institutes: Africa, East Asia, Russia, and Middle East. In March and April 2009, USED program officers conducted a site visit, followed by a team of external evaluators (two academics and an international education specialist) who reviewed the programs of the Institute. Among the findings were 1) the need for a more comprehensive course coverage of the countries of the region; 2) more consistent and advanced-level undergraduate offerings; 3) increased offerings in the social sciences; 4) more collaboration with Institutes and other units; and 5) establishment of an MA program. All of these findings were addressed in the years following. As noted in Section 3, SAI organized a curriculum review in 2010-11-12 and the Executive Committee has been charged with oversight since then; Professors Ewing and Zaidi, both of whom are social scientists and claim expertise on Pakistan, were hired in 2010 and 2011. A South Asia MA program, under the direction of Professor Ewing began to enroll students in Fall 2012 who have just begun to graduate this spring. In 2013, SAI initiated an agreement with CEEP to organize an evaluation project which is expected to conclude in the fall 2014.

Job Placement of South Asia concentrators by Degree, 2009-10 to 2012-13			
	BA	MA	PhD
Higher Education			20
Federal Government		1	
Elementary/Secondary Education	2	1	
Private Sector (for-profit)	11	6	
Private Sector (non-profit)	2	3	
International or Foreign Organizations (in the US)		3	
International or Foreign Organizations (outside the US)	1	10	
Graduate Study	19	30	
U. S. Military		1	
Unknown or out of job market	13	18	1
Total	48	73	21

9D.Production of Specialists In the four years between September 2009 and September 2013, 142 students with South Asia language and area studies expertise received degrees,

including 48 Bachelor's, 73 Master's, and 21 Doctoral degrees; and are employed across the government, education, business and non-profit sectors. (See table above.)

9E & 9F. NRC National needs and Dissemination Columbia runs programs in six out of the seventy-eight priority LTCL languages: Bengali, Hindi, Persian, Punjabi, Tamil, and Urdu. SAI is a member of SASLI, which offers Summer Intensive programs in all of the above plus Gujarati, Malayalam, Marathi, Nepali, Pashto, Sinhala, and Telugu. Our South Asia faculty offer training on the history, societies, and politics of the region; and their research has been recognized with grants and awards (See Section 6). The Career Center at SIPA specializes in facilitating access to opportunities at government agencies, NGOs, non-profits, the UN, IMF, World Bank and other international organizations. The Schools of Engineering, Public Health and the Earth Institute manage multi-million dollar projects in South Asia with opportunities for career development for students and graduates. Columbia provides students opportunities to explore careers in security and intelligence services, and the state and defense departments, via recruitment events at the Center for Career Education (often featuring Columbia alumni).

9E & 9F. FLAS National Needs and Placement From 2010-14, SAI awarded 70 FLAS, all for study of priority LTCLs: 19 Hindi, 14 Hindi-Urdu, 12 Urdu, 8 Tamil, 6 Persian, 4 Bengali, 3 Marathi, and one each Pashto, Punjabi, Sinhala and Tibetan. As of June 2014, 77% of 2010-14 fellows have achieved advanced proficiency in at least one SA LCTL; 27% will have advanced proficiency in two or more SA LCTLs; and 10% will have advanced proficiency in three SA LCTLs. Doctoral placements from 2009-13 include tenure-track or full-time positions at Berkeley, Chicago, Columbia, Connecticut College, Harvard, Kansas, New School, NYU, Princeton, Rhode Island School of Design, Skidmore College, and Williams College in North America; the Universities of Sharjah (UAE), Tel Aviv (Israel) and Foreign Language University

(Lucknow, India). Post-doctoral placements from 2009-2103 were at Cambridge, Chicago, Harvard, Oxford, and the Max Planck Institute (Germany).

10. FLAS Awardee Selection Procedures

Advertisement: The Institute solicits AY graduate and Summer undergraduate and graduate applications from eleven schools: Barnard and Columbia Colleges, General Studies, Graduate Arts & Science, School of the Arts; and the Professional Schools which comprise Business, Engineering, Journalism, Law, Public Health, SIPA, Teacher's College. The Institute advertises the competition through admissions and financial aid offices, departments, faculty, and directly to students. The SAI website describes FLAS and links with the university's main FLAS pages, which feature an outline of the program, a list of eligible languages and world areas, instructions, announced priorities, and an on-line application. Schools announce FLAS on their respective websites and link to the main FLAS site. SAI posts flyers at departmental, admission, and fellowship offices. SA faculty make classroom announcements and distribute flyers. We disseminate FLAS information to directors of undergraduate and graduate study in departments and professional schools. Listserv messages reach faculty and students across the university. All students enrolled in an SA language or area class receive at least two email notices about FLAS.

Schedule: *Early November:* The Institute announces the Summer and Academic Year competition. *Mid-January:* Selection committee is formed and a date chosen for its meeting. *Late January:* the on-line application site is opened. *Early March:* Deadline for submission of Summer and Academic Year applications. *Mid-March:* Applications are available for committee members to review. *End of March:* Committee meets and draws up a ranked list of candidates and alternates. *April 1:* Summer awards are announced. *April 15 to early May:* Academic Year

awards are announced. Candidates have two weeks to accept or decline. Alternate candidates are notified immediately as awards are declined.

Competitive Priority 1: In 2015-18, the Institute will include a need-based criteria in the FLAS deliberations. FLAS announcements will include a clear statement of the competitive preference for applicants who file FAFSA to demonstrate financial need. Columbia Admissions Offices will provide the Estimated Family Income (EFI) based on the FAFSA. The Committee will review the applications based on the selection criteria (below) to identify meritorious candidates. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria. The Institute will accept applications without FAFSA, but such applicants will be considered for award after our pool of priority applicants has been exhausted, in order to comply with the competitive preference.

Competitive Priority 2: In the 2010-14 cycle, SAI awarded 70 AY and Summer FLAS. One hundred percent of the awards were for study of priority LTCLs: 19 Hindi, 14 Hindi-Urdu, 12 Urdu, 8 Tamil, 6 Persian, 4 Bengali, 3 Marathi, and one each Pashto, Punjabi, Sinhala and Tibetan. Forty-six percent of the awards were for advanced level study of a priority LCTL, and 30 fellows achieved advanced proficiency in one or more SA LCTLs. In 2014-18, the Institute requests authorization to award FLAS in six priority LCTLs: Bengali, Hindi, Panjabi, Persian, Tamil, and Urdu. All FLAS awards will be given for study of priority LTCLs in 2014-18.

Application: Application announcements are posted on-line at school and Dept. sites, with links to a single on-line application site. Applicants provide information on education and language training. A personal statement describes the applicant's academic purpose; role of the target language in achieving it; academic and professional goals. Applicants provide transcripts;

two faculty recommendations, and an evaluation from a language instructor. Applicants will be advised to file the FAFSA form to meet the competitive preference.

Selection Committee: The Institute Director is chair of the FLAS Selection Committee, which includes faculty from the humanities, social sciences, professional schools, and language programs. Committee members will adhere to USED guidelines and selection criteria and will incorporate the FLAS competitive priority in the review of files.

Selection Criteria: SAI administers FLAS using USED guidelines and priorities. We evaluate applicants on the basis of merit as indicated by previous academic performance, potential contribution to their field or career, and national need in particular fields and careers. Applicants for intermediate or advanced training are given preference over beginners, except for second SA language acquisition. Applicants from underrepresented disciplines and professional schools with a commitment to the South Asia studies are given consideration for awards at the elementary level. Each committee member reads and reviews all applicant files and rates them according to academic merit. Ratings will be aggregated to select an initial list of meritorious candidates. The competitive priority criteria outlined above will be applied to the merit-based list to prioritize those candidates who meet the need-based criteria.

We regularly receive four times as many applications as there are FLAS awards. We request nine graduate academic year fellowships and seven summer FLAS for each of the four years from 2014-18. Summer FLAS will be open to both undergraduate and graduate students.

11. Competitive Priorities

NRC Competitive Priority 1: With the Middle East Institute, we propose to partner with LaGuardia Community College to organize lectures at LaGuardia to raise the profile of South Asia and Middle East Studies. We will hold faculty workshops to introduce the field and to

discuss strategies to add South Asia modules and classes to the curriculum. We will work build a syllabus for a new course on South Asia to align with LaGuardia curriculum, and pending final approvals, a new South course will be offered at LaGuardia. We will collaborate with Hunter College, to hold workshops to share resources and pedagogical tools for integrating Islamic Studies, with ME and SA content, into the Hunter College curriculum.

NRC Competitive Priority 2: SAI will organize a two-week intensive workshop on Hindi language pedagogy jointly with a new MA program that expects to enroll students at Keene University (NJ) in 2014. The workshops will be taught by SA Language Coordinator Rakesh Ranjan. The workshops will include sessions with other pedagogy experts. Keene students will be invited to participate in other language workshops planned at SAI as well. (See Outreach section.) The workshops will be open to non-Keene participants and will be held when most schools in the area are on break.

FLAS Competitive Priority 1: In 2015-18, the Institute will include a need-based criteria in the FLAS deliberations. FLAS announcements will include the competitive preference for applicants who file FAFSA to demonstrate financial need. The Committee will prioritize award to fellows from a list of candidates who meet both merit and need-based criteria. Applications that do not include the FAFSA, or do not demonstrate financial need, will be considered for award after the pool of priority applicants has been exhausted. (See FLAS section.)

FLAS Competitive Priority 2: In 2014-18, the Institute requests authorization to award FLAS in six priority LCTLs: Bengali, Hindi, Panjabi, Persian, Tamil, and Urdu. One hundred percent of awards will be for study of priority LTCLs in 2014-18 (see FLAS section).

1. Increase participation in, and impact of, K-14 teacher training and K-16 language instructor training. (AP and CP2)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase K-16 teachers' knowledge and use of South Asia content and language pedagogy by 10% annually	Teacher Training Workshops, held jointly with partners including Middle East and Africa Institutes Conference with Educators for Teaching India (Boston-based expansion to New York) K-16 South Asia language pedagogy workshops, jointly with NYU Startalk and NYU Hindi-Urdu							
Increase the language proficiency and instructional practices of K-14 Hindi-Urdu and other South Asia language instructors by 10% annually	Conduct a variety of K-14 language proficiency workshops Create K-14 curricular units which can be shared with K-14 Hindi-Urdu and other South Asia language language instructors nationally							

Increase production of qualified language instructors through MA collaboration with MA program at Keene University	Intensive, 60-hour, two-week workshop aimed at students enrolled in a new Hindi-Urdu pedagogy MA program at Keene University							
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2. Increase student language proficiency in priority South Asian languages/LCTLs. (F1, F2, F1)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase the number of intermediate advanced level language courses in Bengali during the course of the grant (GPRA)	Hire language instructor for Advanced Bengali							
Increase numbers of students graduating with advanced proficiencies in Bengali and Tamil languages by 10% annually	Offer one or two Advanced Bengali classes Offer three levels of Tamil to Cornell and Yale via LRC virtual classroom							
Award fellowships to undergraduate students, or graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA (F1)	Award FLAS fellowships to undergraduate and/or graduate students who demonstrate financial need (F1)							

3. Increase SAI collaboration with MSI institution and MSI South Asia curricular content. (CPP1)								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3 T4
Increase numbers of students at partnering MSI institution graduating with South Asia area studies coursework by 10% annually	Partnership with LaGuardia Community College Create course to align with LaGuardia curricular standards in consultation with Columbia and LaGuardia faculty Course offered at LaGuardia							
Increase MSI faculty and student interest and use of South Asia area studies content and resources by 15% annually.	Public programming at LaGuardia to increase awareness of South Asia on campus Faculty workshops to introduce field of South Asia Studies Production of South Asia Studies bibliographic reference for LaGuardia faculty							

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings					
								2012-13		2013-14		2014	
								UG	G	UG	G	UG	G
Languages													
BENG1101W	Elementary Bengali I <i>An introduction to Bengali, including grammar practice, and listening, speaking, reading, writing proficiency using ACTFL guidelines and authentic materials.</i>	100	Bhattacharjya	F	4	4		8	-	3	4		X
BENG1102W	Elementary Bengali II <i>An introduction to Bengali, including grammar practice, and listening, speaking, reading, writing proficiency using ACTFL guidelines and authentic materials.</i>	100	Bhattacharjya	S	4	4		6	-	2	2		X
BENG1201W	Intermediate Bengali I <i>Development of listening, speaking reading, writing, vocabulary and grammar skills, and knowledge of Bengali society and culture using a variety of authentic materials.</i>	100	Bhattacharjya	F	4	4		9	1	6	-		X
BENG1202W	Intermediate Bengali II <i>Development of listening, speaking reading, writing, vocabulary and grammar skills, and knowledge of Bengali society and culture using a variety of authentic materials.</i>	100	Bhattacharjya	S	4	4		10	1	5	-		X
MDES1608W	Hindi for Heritage Speakers I (Intensive Elementary) <i>Accelerated course for students of South Asian origin who possess basic Hindi vocabulary, limited speaking and listening skills. It begins with an introduction to the Devanagari Script which enables students to acquire basic reading and writing skills. Students are introduced to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual</i>	100	Ranjan	F	5	5		14	2	10	1		X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	materials. These texts are related with language functions in daily personal and social life situations. It focuses on vocabulary enrichment by exposing students to a variety of cultural topics and focus on developing knowledge of the basic grammar of Hindi.											
MDES1609W	Hindi for Heritage Speakers II (Intermediate) Accelerated course for students of South Asian origin who are able to converse on familiar topics such as: self, family, likes, dislikes and immediate surroundings. Focus on knowledge of grammar and vocabulary enrichment in a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students learn to read and discuss simple texts and write about a variety of everyday topics.	100	Ranjan	F	5	5		11	2	10	1	X
MDES1608W	Urdu for Heritage Speakers I (Intensive Elementary) Accelerated course for students of South Asian origin who possess basic Urdu vocabulary, limited speaking and listening skills. Introduction to the Urdu Script to acquire basic reading and writing skills. Introduction to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. Texts are related with language functions in daily personal and social life situations. Focuses on vocabulary enrichment by exposing students to a variety of cultural topics and on developing knowledge of the basic grammar of Urdu.	100	Ahmad	F	5	5		4	1	11	2	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014	UG	G
MDES1609W	Urdu for Heritage Speakers II (Intensive Intermediate) Accelerated course for students of South Asian origin who already possess a knowledge of basic vocabulary and limited speaking and listening skills in Urdu. Focus on knowledge of grammar and vocabulary enrichment in a variety of cultural and social topics related to aspects of daily life; and formal and informal registers. Students learn to read and discuss simple texts and write about a variety of everyday topics.	100	Ahmad	F	5	5		11	2	4	2	X
MDES1610W	Elementary Hindi-Urdu I An introduction to Hindi and Urdu. Along with grammar study, the course offers practice in listening, speaking, reading, writing. Introduces Hindi Devanagari and Urdu Nastaliq scripts. Students are introduced to a variety of materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. These texts are related with language functions in daily personal and social life situations.	100		F	5	5						
	Section 001		Ahmad					5	-	6	2	X
	Section 002		Rajpurohit					7	3	8	5	X
	Section 003		Ranjan					5	2	-	-	
MDES1611W	Elementary Hindi-Urdu II Develops Hindi and Urdu grammar and proficiency in listening, speaking, reading, and writing. Practice in both Devanagari and Nastaliq scripts. Students are introduced to a variety of materials, including literature,	100		S	5	5						

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>newspapers, folk tales, jokes, magazine articles, films, songs, commercials, and other kinds of audio-visual materials. These texts are related with language functions in daily personal and social life situations.</i>											
	Section 001		Ranjan					8	2	5	3	X
	Section 002		Rajpurohit					7	4	6	1	X
MDES1610S	Elementary Hindi-Urdu I (see above)	100		Sum	5	5		2	1	2	2	X
MDES1611S	Elementary Hindi-Urdu II (see above)	100		Sum	5	5		2	1	2	2	X
MDES1612W	Intermediate Hindi-Urdu I <i>Uses ACTFL proficiency guidelines, classes offers Hindi and Urdu at alternate two week intervals. The course continues development of listening, speaking reading, writing, vocabulary and grammar skills along with broadening students' knowledge base of the society and culture of the target language. Uses a variety of authentic materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, etc. Students initiate, sustain, and close general conversations and uncomplicated communications in personal and social situations, and write letters and short compositions.</i>	100		F	5	5						
	Section 001		Ahmad					5	3	6	2	X
	Section 002		Rajpurohit					8	3	4	1	X
MDES1613W	Intermediate Hindi-Urdu II <i>Uses ACTFL proficiency guidelines, classes offers Hindi and Urdu at alternate two week intervals. The course continues development of listening, speaking reading, writing, vocabulary and grammar skills along with broadening</i>	100		S	5	5						X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13 UG	2012-13 G	2013-14 UG	2013-14 G
	<i>students' knowledge base of the society and culture of the target language. Uses a variety of authentic materials, including literature, newspapers, folk tales, jokes, magazine articles, films, songs, commercials, etc. Students initiate, sustain, and close general conversations and un complicated communications in personal and social situations, and write letters and short compositions.</i>										
	Section 001		Ahmad					3	3	5	1
	Section 002		Rajpurohit					8	1	-	-
MDES1612W	Intermediate Hindi-Urdu I	100		Sum	5	5		1	-	-	2
MDES1613W	Intermediate Hindi-Urdu II	100		Sum	5	5		-	-	-	2
MDES1614W	Advanced Hindi-Urdu I <i>The objective of the course is to read and comprehend authentic materials like literature and newspapers/magazines articles and discuss them in the class. Students will watch movies. TV shows, interviews and debates to gather the main issues/thoughts to discuss in the class. Students should be able to recognize and use formal and informal registers of Hindi and Urdu in appropriate situations. There will be written assignments for all the topics discussed.</i>	100	Rajpurohit	F				5	2	-	-
MDES1615W	Advanced Hindi-Urdu II <i>The objective of the course is to read and comprehend authentic materials like literature and newspapers/magazines articles and discuss them in the class. Students will watch movies. TV shows, interviews and debates to gather the main issues/thoughts to discuss in the class. Students should be able to recognize and use</i>	100	Rajpurohit	S				3	2	-	-

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	
								UG	G	UG	G
	<i>formal and informal registers of Hindi and Urdu in appropriate situations. There will be written assignments for all the topics discussed.</i>										
MDES4610W	Readings in Hindi Literature I <i>Conducted in Hindi. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Busch/ Rajpurohit	F	4	4		4	6	3	7
											X
MDES4611W	Readings in Hindi Literature II <i>Conducted in Hindi. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Bedi	S	4	4		-	-	2	8
											X
MDES4614W	Hindi Language Pedagogy <i>Prepares advanced proficiency students to teach Hindi and engage critically with current pedagogical practice and key issues. Student-centered learning, task-based learning, use of technology, working with different categories of learners across all levels. Review of existing textbooks and web resources, lesson plan preparation, curriculum design.</i>	100	Ranjan	S	4	4		-	-	-	7
											X
MDES4635W	Readings in Urdu Literature I <i>Conducted in Urdu. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Ahmad	F	4	4		-	-	8	-
											X
MDES4636W	Readings in Urdu Literature II <i>Conducted in Urdu. Includes reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Ahmad	S	4	4		4	3	8	1
											X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13		2013-14	
								UG	G	UG	G
MDES1710W	Elementary Persian I <i>Using a proficiency based approach, Elementary courses focus equally on the fundamentals of reading, speaking, writing, and listening. Students use simple structures to initiate conversations about personal circumstances, family, and their studies. They learn the three main registers of the language and appropriate usage which serves as a basis to introduce students to Persian culture and customs.</i>	100		F	4	5					
	Section 001		Dabiri					6	9	8	4
	Section 002		Hassan					12	2	8	8
MDES1711W	Elementary Persian II <i>Using a proficiency based approach, Elementary courses focus equally on the fundamentals of reading, speaking, writing, and listening. Students use simple structures to initiate conversations about personal circumstances, family, and their studies. They learn the three main registers of the language and appropriate usage which serves as a basis to introduce students to Persian culture and customs.</i>	100	Dabiri	S	4	5					
	Section 001		Dabiri					15	0	5	6
	Section 002		Hassan					8	1	6	2
MDES1712W	Intermediate Persian I <i>Intermediate courses focus on developing reading, speaking, listening comprehension, and writing skills with emphasis on cultural connotations and nuanced aspects of language and idioms. Students initiate and sustain</i>	100	Dabiri	F	4	5		10	3	13	1

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>conversations in a wide variety of social contexts and readings from various genres. Students are exposed to modern and classical prose texts and have further opportunity to examine Persian culture and history.</i>											
MDES1713W	<i>Intermediate Persian II Intermediate courses focus on developing reading, speaking, listening comprehension, and writing skills with emphasis on cultural connotations and nuanced aspects of language and idioms. Students initiate and sustain conversations in a wide variety of social contexts and readings from various genres. Students are exposed to modern and classical prose texts and have further opportunity to examine Persian culture and history. Review of grammar; practice in spoken and written Persian; Arabic elements in Persian; selected readings on Iranian life and culture; materials from Tajikistan and Afghanistan, in Dari.</i>	100	Dabiri	S	4	5		9	5	12	2	X
MDES4710W	<i>Advanced Persian I Focuses on literature of the modern and medieval periods, with emphasis on the development of the modern novella and traditional and new forms of poetry. Students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to ta'rof in a variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and</i>	100	Dabiri	F	4	5		2	2	6	3	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	2015
								UG	G	UG	G
	<i>their works and satirical websites for insight into contemporary Iranian culture and politics. Content changes each term.</i>										
MDES4711W	Advanced Persian II <i>Focuses on literature of the modern and medieval periods, with emphasis on the development of the modern novella and traditional and new forms of poetry. Students are introduced to a wide variety of genres from political and cultural essays and blogs to newspaper translations of the early 20th century. They will be further exposed to a 'rof in a variety of socio-cultural contexts and be expected to use ta'rof in class conversations. Students will be exposed to popular artists and their works and satirical websites for insight into contemporary Iranian culture and politics. Content changes each term.</i>	100	Dabiri	S	4	5		3	-	5	4
											X
PUNJ1101W	Elementary Panjabi I <i>Introduction to Panjabi. Beginning with the study of the Gurmukhi script, and an intensive introduction to study of the speaking, reading, and writing of the language.</i>	100	Singh	F	4	5		8	-	6	1
											X
PUNJ1102W	Elementary Panjabi II <i>Intensive introduction in speaking, reading, and writing using authentic materials.</i>	100	Singh	S	4	5		3	-	6	1
											X
PUNJ1201W	Intermediate Panjabi I <i>Intensive study and practice in writing, reading, grammar, and oral skills using authentic materials.</i>	100	Singh	F	4	5		2	-	2	2
											X
PUNJ1202W	Intermediate Panjabi II <i>Intensive study and practice in writing, reading,</i>	100	Singh	S	4	5		2	-	2	1
											X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014	2015	
								UG	G			UG
	<i>grammar and oral skills using authentic materials.</i>											
PUNJ3001W	Supervised Readings in Panjabi I <i>Reading and discussion of literary, religious, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Singh	F	1-4 var	5		1	-	-	-	X
PUNJ3002W	Supervised Readings in Panjabi II <i>Reading and discussion of literary, religious, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Singh	S	1-4 var	5		2	-	-	-	X
MDES1401W	Elementary Sanskrit I <i>An introduction to classical Sanskrit. Grammar and reading of texts. While its focus is reading comprehension, other language skills such as listening comprehension and speaking are emphasized to the extent that they aid facility with the languages grammar. Weekly narratives introduce essential cultural knowledge.</i>	100	Leavitt	F	4	4		10	5	7	5	X
MDES1402W	Elementary Sanskrit II <i>An introduction to classical Sanskrit. Grammar and reading of texts. While its focus is reading comprehension, other language skills such as listening comprehension and speaking are emphasized to the extent that they aid facility with the languages grammar. Weekly narratives introduce essential cultural knowledge.</i>	100	Leavitt	S	4	4		6	5	4	2	X
MDES1404W	Intermediate Sanskrit I <i>Reading and grammatical analysis of a literary text, chosen from the dramatic and narrative tradition. The fall semester explores Sanskrit</i>	100	Leavitt	F	4	4		2	1	3	7	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014
								UG	G	UG	G	-15
	<i>Epic and its genre-conventions, but is sometimes prefaced by a survey of simple narrative in prose or verse, such as the Hitopadea. At the same time, students review and consolidate the grammar introduced in Elementary Sanskrit as well as acquire a working command of compound and derivational analysis.</i>											
MDES1405W	Intermediate Sanskrit II <i>Reading and grammatical analysis of a literary text, chosen from the dramatic and narrative tradition. The spring semester consists of an introduction to one or two other genres, such as drama or the philosophical treatise. In general, select passages of commentary are also introduced, calling into play the grammar and analytical skills developed in the first semester. Sanskrit prosody is also introduced at some length, giving students the opportunity to master several of the most common meters.</i>	100	Leavitt	S	4	4		1	-	4	5	X
MDES4810W	Advanced Sanskrit I <i>The Advanced course reinforces grammatical and textual analysis, to gain an appreciation of select texts in accordance with their traditions self-understanding and to engage the problems they raise for contemporary scholarship. The Advanced courses are conceived of as a two-part course spanning two years of instruction: with one year dedicated to systematic thought and another to poetry and poetics. Additional courses, including Introduction to Pini and Introduction to the Literary Prakrits, are</i>	100	Pollock	F	4	4		1	6	-	1	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	available periodically. The Sanskrit curriculum therefore comprises four years of instruction (which are required for graduate students concentrating in Sanskrit). Teachings for Advanced Sanskrit regularly change and may be repeated for credit.											
MDES4812W	Advanced Sanskrit II Two levels of advanced Sanskrit offered in alternate years. In 2012-13, kavya and alankarasastrā; in 2013-14, mimāmsa and nyaya. Introduction to Pāṇini or Literary Prakritis may be offered as well.	100	Pollock	S	4	4		1	4	-	2	X
MDES1101W	Elementary Tamil I Basic grammatical and syntactical skills required to function adequately in a Tamil-speaking environment and basic language proficiency skills of listening, speaking, reading and writing. Introduction to the Tamil cultural milieu of the Indian subcontinent.	100	Sudanandha	F	4	4	X	-	1	5	4	X
MDES1102W	Elementary Tamil II Builds grammatical and syntactical skills and proficiency skills of listening, speaking, reading and writing required to function in a Tamil-speaking environment. Study of Tamil culture of the Indian subcontinent.	100	Sudanandha	S	4	4	X	-	3	3	2	X
MDES1201W	Intermediate Tamil I Develops proficiency skills of listening, speaking, reading and writing needed to function in a Tamil-speaking environment. Develops knowledge of the Tamil culture.	100	Sudanandha	F	4	4	X	2	1	-	3	X
MDES1202W	Intermediate Tamil II Develops proficiency skills of listening,	100	Sudanandha	S	4	4	X	1	1	2	2	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014-15
								UG	G	UG	G	
	<i>speaking, reading and writing needed to function in a Tamil-speaking environment. Develops knowledge of the Tamil culture.</i>											
MDES4118W	Advanced Tamil I <i>Conducted in Tamil with reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Sudanandha	F	4	4	X	-	1	-	4	X
MDES4119W	Advanced Tamil II <i>Conducted in Tamil with reading and discussion of selected literary, social science, historical, and/or journalistic texts. Content changes each term.</i>	100	Sudanandha	S	4	4	X	-	2	-	3	X
Anthropology												
ANTH2035V	Introduction to the Anthropology of South Asia <i>Explores social and cultural formations such as caste, class, marriage and the family using primary and secondary sources. Covers the organization of cultural diversity by colonial rule, and transnational circulations. used. Includes contemporary debates on legacies of colonial rule, the social power of analytical categories, ethnic and religious conflict, nationalism and modern statehood, and the impact of globalization</i>	100	Ewing	F	3	3		38	-	45	-	X
ANTH8014G	Advanced Study: Histories, Societies, and Cultures of South Asia. <i>Topical seminar focused recent scholarship and/or themes on the anthropology, history, politics, and sociology of early modern to contemporary South Asia. Content changes annually.</i>	100	Chatterjee	F	2	3		-	20	-	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	
								UG	G	UG	G
Art History											
AHUM3342V	Masterpieces of Indian Art and Architecture <i>Introduction to 2000 years of art on the Indian subcontinent: early art of Buddhism, rock-cut architecture of Buddhists and Hindus, development of the Hindu temple, Mughal and Rajput art, the colonial period, and the emergence of the Modern.</i>	100	Dehejia or staff	F	3	3		26	-	59	-
AHUM3342V	Masterpieces of Indian Art and Architecture (see above)	100	Dehejia or staff	S	3	3		28	-	-	-
AHIS3921W	Patronage and Monuments of India <i>Exploration of the multiple aspects of patronage in Indian culture—religious, political, economic, and cultural. Case studies focused on specific monuments will be the subject of individual lectures.</i>	100	Dehejia	S	2	4					X
AHIS3170W	Rock-Cut Architecture of India <i>For a period of over a thousand years, a favored mode of architecture across India was to create monuments by excavating into the rock of the mountainside. This course examines the rock-cut mode of architecture, adopted by Buddhists, Hindus, and Jains, that remained popular right up to the tenth century when it yielded precedence to structures built by piling stone upon stone.</i>	100	Dehejia	F	2	3					X
AHIS4218G	Visual Narratives of India <i>This course proposes the existence of distinct modes of visual narration used by India's artists to present stories visually, both in the medium of relief sculpture, and that of watercolors on</i>	100	Dehejia	F	2	3					X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
	<i>paper or plastered walls. It considers the rich corpus of Buddhist narrative reliefs, and then focuses on the relationship of text and image in the painted manuscript tradition of India.</i>											
AHIS4130W	The Indian Temple <i>This course explores the emergence and development of the Indian temple, examines the relationship between form and function, and emphasizes the importance of considering temple sculpture and architecture together. It covers some two thousand years of activity, and while focusing on Hindu temples, also includes shrines built to the Jain and Buddhist faiths.</i>	100		S	2	4					X	
AHIS6150G	The Genesis of Buddhist Art <i>Emergence of art related to Buddhism in 3 c. B.C. Asokan rock and pillar edicts erected from Kandahar to South India. Focus on the carved stupa complexes constructed from 1st c. B.C to 5th c. C.E.; sculpted and painted decoration of cave monasteries, and the image of the Buddha.</i>	100	Dehejia	F	3	3		-	-	22	-	
AHISG6667	Unfinished Monuments of India <i>More than half of the 1100 rock-cut monuments of India are incomplete, while unfinished carving occurs repeatedly on its constructed monuments. Examines the varying reasons for the widespread occurrence of the unfinished in pre-modern India, and proposes the existence of a flexible approach to the very concept of finish.</i>	100	Dehejia	F	3	3		-	8	-	-	
AHIS8094G	Mamallapuram & the Development of South Indian Style <i>Seminar examining the enigmatic site of Mamallapuram, port of the Pallava dynasty.</i>	100	Dehejia	S	3	3		-	6	-	-	

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Crt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>that holds the key to the origins of the South Indian style. Examines the development and flowering of South Indian architecture and sculpture under the Chola monarchs.</i>											
AHIS8807G	The Body in the Art of India <i>Explores the centrality of the human form, male and female, human and divine, in the artistic tradition of India. Focuses on the idealized and stylized body, and the importance of adornment. Questions the use of the phrase "sacred space," which invariably carried imagery that had little or nothing to do with the sacred.</i>	100	Dehejia	S	3	3		-	-	2	8	-
Dance												
DNCE2254X	Classical Indian Dance <i>Principles and practices of Bharata Natyam including the adavu movement system, hastas or hand gestures, narrative techniques, or abhinaya, and other classical dance forms.</i>	100	Coorlawala	F	3	0-1		24	3	19	-	X
DNCE3567X	Dances of India <i>Examines dance genres, traditional to innovative, that co-exist as representations of "Indianness" through the ages and across national boundaries. Focus on dance as culturally inflected discourse; how Indian dance aligns with the oldest performance texts, and with newer discourses (rasa as a performance aesthetic, Orientalism, nationalism)</i>	100	Coorlawala	S	3	3		6	-	20	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
Department of Ecology, Evolution and Environmental Biology (E3B)												
	Summer Ecosystem Experience for Undergraduates (two courses) <i>Courses are held in Bangalore and the Western Ghats. Introductory ecology and biology lectures, labs, and fieldwork activities. Typical daily activities revolve around a morning lecture and afternoon fieldwork. Full days of course instruction, Mondays through Saturday, for five weeks.</i>											
ENVB2120W	Conservation, Biology, and Environment	25	Naeem	Su	3	20		-	-	10		X
ENVB2121W	Field Methods in Ecology	25	Naeem	Su	3	20		-	-	10		X
Economics												
INAF6775U	Indian Economy in Transition <i>An analytic study of the transformation of the Indian economy, esp. the reforms under way or to be undertaken for growth and poverty reduction. Issues examined: fiscal deficit, public debt and macroeconomic crisis; external sector reforms including trade liberalization, foreign investment liberalization, capital account convertibility, preferential trade arrangements and multilateral trade negotiations; domestic reforms of the tax system, subsidies, agriculture, product and factor markets, infrastructure.</i>	100	Panagariya	F	2	3		-	25	2	17	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
Education												
ITSF5199Y	Youth, Citizenship, and Education in South Asia <i>Critically examines the relationships among youth, education, and the production of citizenship.. Explores the role of schooling in the subcontinent from independence movements to the present with attention to policy debates, globalization, donor aid, youth unemployment, caste/religious/class politics, child labor, social inequality, and social exclusion. Focus on formal educational systems and structures, as well as faith-based and NGO initiatives and non-formal alternatives in education.</i>	100	Bajaj	F	3	3		-	14	-	10	-
Film												
MDES2640W	Modern South Asia: Introduction to Bollywood <i>Historical and thematic introduction to Indian popular cinema, from the late 1940s to the present. Focus on Bombay cinema or Hindi language popular Indian cinema. Explores various genres and the ways Indian cinema addresses socio-political issues of caste, class, religion, and gender, and engages with the experiences that shape the cultural, social, and political realities of modern South Asia.</i>	100	Jain	S	3	5		27		13		X
ANTH3008	Maximum Cinemas: Indian and Nigerian Film Cultures. <i>A comparative study of Hindi and Nigerian cinemas, two dynamic forms of popular cinema that have spread across the world: Bollywood,</i>	25%	Larkin	F	3	5		-	-	43	-	-

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13 UG	2013-14 G	2014 UG	2015 G
	<i>whose influence can be seen from Senegal to Korea, and Nollywood, which in little more than a decade has spread all over Africa, into the Caribbean and the Black diaspora.</i>										
History											
HIST BC 1801x	Colonialism and Nationalism in South Asia <i>Introduction to South Asian history (17-20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora.</i>	100	Rao	Sum	3	3					X
HIST3800W	History of South Asia I: From Al-Hind to Hindustan. <i>Survey lecture course on the history of South Asia as a region and key political, cultural and social developments in the last two millennia. Emphasis on using primary sources (in translation). Political, cultural and theological encounters of varied communities, the growth of cities, local and global networks of trade and migrations, development of an Indo- Persian milieu; Mid 6th CE politics and the formation of Arab-Turkic principalities; development of hybrid polities such as Delhi Sultanate and Vijayanagar; emergence of Sufic and Bhakti movements, forms of governance, scriptural communities, and elite structures, 1300-1600 CE period; and establishment of the Mughal Empire and European trading companies.</i>	100	Ahmed	F	3	3	8	3	34	1	X
HIST3803	The Worlds of Mughal India <i>A cultural and social history of India from the</i>	100	Ahmed	S	3	3		-	27	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>16th – 19th century, focusing on the Mughal empire, using multiple vantage points. First, Mughal regnal memoirs and their representations of social and political worlds (including observations on the Rajputs, Marathas, Safavids, and Ottomans). Second, European gaze on the Mughals (Portuguese, English and French travelers, merchants, and diplomats in India). Relies mainly on primary source materials.</i>											
BC3805X	Law and Lawlessness in South Asia <i>Examines law as a critical site from which to explore changing conceptions of self and community from the pre-colonial to the post-colonial periods.</i>	100	Rao	F	3	3		-	-	9	1	-
HIST3807S	India and Europe: Walking, Mapping, and Knowing (17 th -19 th C.E.) <i>Examines European and Indian encounters via travelers, cartographies and texts. Focus on a series of figures who walked over the Orient and Occident and the ways in which they shaped forms of knowledge and the means to which their words served. Compares the theoretical and experiential knowledge of space and landscape. Primary source readings.</i>	75	Ahmed	Sum	3	6		3	-	-	-	X
HIST3811W	History of South Asia II: Empire and its Aftermath <i>Historical evolution of the cultures, politics, and societies in the Indian sub-continent from the 16th to the 20th century). Rise and demise of the Mughal empire; the nature of the 18th c. "transition" to European rule; colonial rule and</i>	100	Rao	F	3	3		12	-	34	1	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014
								UG	G	UG	G	-15
HIME4056G	<i>anticolonialism; and debates about violence, secularism, and democracy in postcolonial South Asia. Thematic focus on non-Western state formation; colonial economy and underdevelopment; the structure and ideology of anticolonial thought; organized challenges to the nation-form by political minorities: Muslims, untouchables, and women; and contemporary debates about religion, rights, and violence. Relies mainly on primary texts, and uses multiple historiographical perspectives.</i>	100	Rao/Kaviraj	S	3	3		-	-	-	14	X
MDES4653W	A History of Modern Pakistan <i>Survey of modern Pakistani history from 1947 to the present, and the evolution of Pakistan's political path since in gained independence. Examines six 'eras' that help define Pakistan's history, and will highlight political, economic and institutional developments.</i>	100	Zaidi	F	3	3	Yes	-	-	-	-	X
HIST4830X	Bombay/Mumbai and Its Urban Imaginaries <i>Explores the intersections between imagining and materiality in Bombay/Mumbai from its colonial beginnings to the present. Housing, slums, neighborhoods, streets, public culture, contestation, and riots are examined through</i>	100	Rao	S	3	4		9	4	-	-	-

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>film, architecture, fiction, history and theory. It is an introduction to the city; and to the imaginative enterprise in history.</i>											
BC4805X	Caste, Gender, Power, Inequality <i>Examines caste and gender as an important lens for understanding the transformations of intimate life and political culture in colonial and post-colonial India. Topics include: conjugality; popular culture violence, sex and the state; and the politics of untouchability. Draws on the experiences of life and thought of caste subalterns to explore the challenges to caste exploitation and inequality.</i>	100	Rao	F	3	4						X
HSME4643G	Nineteenth Century Indian Muslims <i>Introduction to the study of Muslims in colonial India in the nineteenth century. Focus on social, religious and political developments, inspired by, and affecting, India's Muslims in the second half of the 19th century.</i>	100	Zaidi	F	3	4	Yes	5	2	3	6	X
International Affairs												
INAF6672U	Political Economy of Pakistan <i>Seminar provides a broad historical review of the nature of changes which have taken place in Pakistan. Emphasis on social and structural change and transformation of society, the state and the economy. First half of the course will focus on a chronology, looking at events and processes across eras, in a political economy framework, followed in the second half by a</i>	100	Zaidi	F	2	3	Yes	-	-	1	2	-

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014-15
								UG	G	UG	G	
	deeper analysis of key themes over time.											
INAF6643U	Political Economy of South Asia <i>Seminar course introduces the study of South Asia as a region and a whole, and the individual countries. Examines the political economy of each country, the nature of their state, how society has evolved over the last six decades, and how the economy behaves and develops in a globalised world. Key themes include politics and democracy, economic development, the state and society, within country and across the region.</i>	100	Zaidi	S	2	3	Yes	-	-	18	-	X
INAF6734U	Social Enterprise and Social Development (with Practicum in India, 4 weeks) <i>Through a learning-by-doing approach, students delve into critical social problems: poverty, environmental degradation, disease, illiteracy, human trafficking, food insecurity; and develop innovative solutions to those. Provides practical experience in social enterprise and equips students with relevant business skills across sectors in an international development context. Weekly meetings during Fall semester with non-South Asia content. South Asia content: Required travel to India, four weeks in Dec-Jan.</i>	25%	Staff	F	3	2		-	6	-	13	X
REGN6725U	Modern Afghanistan: History, Culture, Politics <i>An introduction to the culture, politics and international relations of Afghanistan which will explore the country's transition from the 18th to the 21st century.</i>	100	Potter	S	2	3		-	12	-	-	X

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Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014		
								UG	G	UG	G	
INAF8564	Culture in Foreign Policy: China and India <i>Non-western players such as China and India are beginning to take center stage in a multi-polar world. In what ways do these millennial civilizations develop a different policy trajectory from the historical Euro-American axis? What role does culture-history, memory, traditional belief systems, identity, and the arts play in the foreign policy decision making? How important are such considerations in managing relations with them? How do rising powers use the cultural medium to project their image abroad and how do they differ from other countries?</i>	50%	Desai	S	3	3		-	-	-	20	X
Law												
LAW8815L	Indian Constitutional Law <i>Examines the ways in which Indian constitutional law and doctrine has dealt with constitutionalism and democracy; separation of powers; rights based limits to democracy; republicanism, equality and social justice; federalism and subsidiarity; nationalization and liberalization of the economy; secularism and the relationship of the state with religious groups. Primary source legal materials, including the Constitution of India 1950 and selected cases, as well as major secondary works on Indian political history and theory.</i>	100	Visiting Professor to be appointed	F	2	3		-	9	-	3	?
LAW8351L	Indian Business Law <i>Introduction to legal aspects of international business and investment transactions in India Topics: an overview of the regulatory</i>	100	Visiting Professor to be appointed	S	2	3		-	7	-	-	?

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014
								UG	G	UG	G	-15
	framework for doing business in India, a review of the key trends in U.S.-India business, trade and commercial transactions, a review of cultural differences and how they impact the work of the practitioner, a study on the formation of business entities in India, a review of the framework for foreign investment in India, equity and debt funding mechanisms to fund businesses in India, common tax issues in doing business in India, dispute resolution mechanisms, infrastructure investments and related issues..											
Literature												
ENGL3451W	Literature of Empire Examines key moments in colonial and postcolonial history, religious conversion and the limitations of secular ideologies, the discourse of rights central to the British empire and the British nation-state. Focuses on the legal emancipation of religious minorities in England and the acculturation of colonial subjects to British rule. Examines the figure of the convert as religious dissenter and colonial subject and of the role of belief and minority discourse in modern society. Readings include John Henry Newman, Pandita Ramabai, Annie Besant, B. R. Ambedkar, court cases, census reports, and popular English fiction.	50%	Viswanathan	S	2	4		7	-	-	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014	-15	
								UG	G	UG		G
Music												
AHMM332V	Musics of India and West Asia <i>A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations, including India, Pakistan, and Afghanistan.</i>	40%	Staff	F	3	3						
	Section 001							21	17		X	
	Section 002							23	18		-	
Philosophy												
MDES4062G	Global Political Thought: Nehru, Gandhi, Iqbal and Senghor <i>Explores themes in modern political thought using texts from traditions outside the modern West in order to explore central questions of modern politics. The attempt will be not merely exergesis, in order to grasp what these thinkers thought, but to think more widely with and through their texts. The course will focus on the works of M K Gandhi, Jawaharlal Nehru, Mohammad Iqbal, and Leopold Senghor.</i>	75%	Bilgrami & Kaviraj	F	2	3		-	-	10	11	X
Political Science												
MDES2650W	Gandhi and his Interlocuters <i>Gandhi was the most important leader of anti-imperialist movements yet,his ideas about modernity, the state, the industrial economy, technology, etc. were idiosyncratic and often at odds with main trends of modern civilization.</i>	100	Kaviraj	F	4	4		-	-	-	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 2015
								UG	G	UG	G	
	<i>How did he come to have such an immense effect on history? The course focuses on texts and discursive exchanges between various perceptions of modernity in India. The first part will be based on reading Gandhi's writings; the second on writings by his main interlocutors. The course will provide a picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture.</i>											
POLS3962W	International Relations of South Asia <i>An introductory course that adopts an area approach, drawing from various disciplinary fields, focusing on the region's history and geography, socio-cultural characteristics, and politics and international relations.</i>	100	Oldenburg	S	2	4		-	-	-	-	X
POLS4454W	Political Systems of South Asia <i>Comparison of the post-independence political histories of South Asian countries, esp. India and Pakistan. It explores selected topics across countries: social and cultural dimensions of politics; structures of power; and political behavior. Explores the development and durability of the particular political regimes – democratic or authoritarian – in each country.</i>	100	Oldenburg	F	3	3		-	-	14	6	X
MDES4601G	Politics in India <i>Combines study of long-term historical sociology with more short term understanding of policies and their possible effects. Though its main purpose will be to provide students with an understanding of politics after independence, it will argue, methodologically,</i>	100	Kaviraj	F	2	3		-	13	2	9	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pis	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	-15
	<i>that this understanding should be based on a study of historical sociology plotting long-term shifts in the structure of social power.</i>										
MDES6600G	Postcolonial Theory <i>Examines philosophical and interpretative problems beginning with the original debates about "Orientalism" - critical arguments about the representation of the Orient in art and literature, the the writing of history, and the logic of basic concepts in the social sciences. Analysis of "Orientalist" texts, assess the criticisms offered by postcolonial writers, of representation, history and conceptualization.</i>	50%	Kaviraj	F	2	3		-	12	-	11 X
Public Health											
SOSC8757P	The Global Politics of Aging: Historical & Policy Perspectives <i>Examines the ideas and agenda that have shaped discussions around global aging, and growing concerns about aging populations through an understanding of the history, policies and politics of globalization and global health. The focus will be to trace how knowledge and stereotypes about aging and the aged in different cultures have emerged and will focus on comparative perspectives from South Asia and China.</i>	50%	Sivarama-krishnan	F	3	4				-	5 X
Religion											
RELJ2005V	Buddhism: Indo-Tibetan <i>Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention</i>	100	Thurman	F	3	3		45	-	45	- X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
RELI2205V	given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms. Hinduism The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation. Considers efforts since 1900 to synthesize a coherent understanding of what "Hinduism" entails, sometimes under the heading of sanatana dharma. Using the Bhagavad Gita, explores philosophical-theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought.	100	Hawley	S	4	3		78	-	60	-	X
RELI3000V	Buddhist Ethics Investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian.	25%	Thurman	S	3	4		14	-	-	-	X
RELI3307V	Muslims in Diaspora Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West	25%	Ewing	S	3	3		18	-	18		X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	
								UG	G	UG	G
ASRL3974V	Hindu Goddesses <i>Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography; associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India.</i>	100	McDermott	S	3	3					X
RELI4203G	Krishna <i>Study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theology, patterns of ritual, and classic and modern texts. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television.</i>	100	Hawley	S	4	2					X
RELI4205W	Love Translated: Hindu Bhakti <i>Hindu poetry of radical religious participation –bhakti - in translation, both Sanskrit (the Bhagavad Gita) and vernacular. How does such poetry/song translate across linguistic divisions within India and into English? Knowledge of Indian languages is welcome but not required.</i>	100	Hawley	S	4	2		-	-	5	7
RELI4215W	Hinduism Here <i>Historical, theological, social and ritual dimensions of "lived Hinduism" in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component.</i>	100	Hawley	F	4	2				3	5
											-

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13 UG	2012-13 G	2013-14 UG	2013-14 G	2014 -15
ASRL4600W	Judaism and Christianity in South Asia <i>Introduces indigenous traditions of Judaism and Christianity in the subcontinent, focusing on history, diversity, interactions with Hindus and Muslims, and contemporary controversies. South Asian Jews and Christians in the diaspora, especially New York, also highlighted.</i>	100	McDermott	S	3	3						X
RELI4828W	Religion and the Sexual Body <i>Theoretical approaches to gender and sexualities, focusing on the articulation, cultivation, and regulation how bodily practices are within various religious traditions, including modern secularism, and with particular attention to gender and sexuality in South Asia.</i>	25%	Ewing	F	4	3		5	11	4	4	-
RELI6210G	Issues in the Study of South Asian Religion <i>Consideration of critical themes or major issues in the study of South Asian religions, especially those having major methodological implications. Themes vary from year to year.</i>	100	McDermott	F	2	3						X
RELI 6211G	The Bhakti Movement. <i>The idea of "the bhakti movement" provides one of the most familiar and important narratives concerning the religious history of Hindu India. Traces the genealogy of the concept to assess its adequacy, and to understand the extent to which it has become constitutive of Hinduism itself.</i>	100	Hawley	S	3	3						X
RELI6212G	Religious Formations in the Mughal Empire <i>Key developments in the religious history of Mughal period, 1526-1750, ranging from those</i>	100	Hawley	F	3	3						X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pis	Cnt Hrs	USED Funds	Enrollment & Offerings			
								2012-13	2013-14	2014	
	<i>prominently reflected in records associated with the Mughal court, Sufi, Vaishnava, Shaiva, Sant, and Sikh formations and a re-evaluation of some of the principal categories that have been used to describe these formations.</i>										
REL18225G	Bhakti Texts of North India <i>Close study of Bhakti texts of North India.</i>	100	Hawley	S	3	4		-	-	7	-
REL19031G	Buddhist Texts <i>Selected readings in Sanskrit and Tibetan texts, original and translations. Knowledge of Tibetan and Sanskrit preferred.</i>	50%	Thurman	F	3.5	3		1	1	1	X
South Asian Studies											
ASCM2357V	Introduction to Indian Civilization <i>Introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges.</i>	100	McDermott	F	3	3		30	-	5	-
MDES3000V	Theory and Culture in the Middle East and South Asia <i>Critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language. Required of all MES/AAS majors. Theoretical debates on the nature and function of culture as</i>	30%	Kaviraj	F	3	4		44	-	40	-
											X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
	<i>a symbolic reading of human collectivities. Examines critical cultural studies of the Middle East and South Asia.</i>											
AHUM3399V	Major Texts of Middle East and India <i>Readings in translation and discussion of texts of Middle Eastern and Indian origin. The Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the Bhagavad Gita, Indian epics and drama, and Gandhi's Autobiography.</i>	40%		F/S	3	4		x				
	Section 001		McDermott					17	-	14	-	X
	Section 002		Pollock					9	-	20	-	X
	Section 003		Kia					29	-	10	-	X
	Section 004		Busch					19	-	-	-	X
MDES3445W (NEW)	Societies and Cultures of the Indian Ocean <i>Introduces the Indian ocean as a region linking the Middle East, East Africa, South and Southeast Asia. Study of select cultures and societies brought into contact through interregional migration and travel over a broad arc of history. How did different types of people - nobles, merchants, soldiers, statesmen, sailors, scholars, slaves – experience and represent such mobilities? What kinds of cooperation, accommodation or conflict did Indian Ocean encounters engender? Uses primary sources, particular case studies, and broader social and cultural contexts.</i>	50%	Kia	F	3	3		-	-	6	1	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
MDES4000G	Theory and Methods: Study of Middle East and South Asia <i>Introduces theories of culture particularly related to the Middle East, South Asia, and Africa. Theoretical debates on the nature and function of culture as a symbolic reading of human collectivities. Examines critical cultural studies of the Middle East, South Asia, and Africa. Designed to enable articulation of emerging knowledge of these cultures in a theoretically informed language.</i>	30%	Kaviraj	F	2	3		-	14	-	17	X
MDES4621W	Court Cultures of India <i>Examines political and cultural practices of specific courts that played a major role in Indian history such as the Guptas, Vijayanagarn and the Mughals, and aspects of Indian courtly life more generally. Topics include literature, art, architecture, intellectual practices, music and the science of erotics (Kamasutra). Introduces cross cultural perspectives, e.g. emulation Sanskrit literature and Indian architecture in Southeast Asia in the first millennium; Indian court culture as perceived by Europeans in the early modern and colonial periods? Concludes with the legacy of Mughals and maharajas in postcolonial India.</i>	100	Busch	S	3	3		5	12	-	-	X
MDES4623G	India Before Colonialism <i>Introduction to core topics in the study of South Asia prior to 1800 and the most important new scholarship on cultural, social and political dimensions of the subcontinent during the pre-</i>	100	Pollock	F	3	2		5	15	-	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014-15
								UG	G	UG	G	
MDES4652G	colonial era. The course will explore three areas of inquiry. First, what we are learning about the actual organization of knowledge in traditional India. Second, how do the readings help us measure, retrospectively, the transformation of knowledge acquisition introduced by European colonialism. Third, questions of scholarship itself; how are objects of analysis identified, or created, in these texts; how is evidence deployed, arguments formulated and knowledge advanced? Mughal India A broad cultural history of Mughal India as seen from a range of perspectives and sources, during one of the most dynamic eras in world history, when India was the meeting place of many cultures.	100	Busch	F	2	3						X
MDES4654G (NEW)	Gender, Power, and Culture in Early Modern India A history of early modern India (c. 1500-1800) through the analytic lenses of gender, culture and power with an emphasis on Persianate contexts. The topics considered include the politics of history writing, mysticism, self-fashioning, imperial self-figuring, the ethics and aesthetics of morality, love, heroism, homosocial relations and homoerotic practices. Uses theoretical works, recent scholarly studies and primary sources.	100	Kia	S	3	3		-	14	-		X
MDES8620G	South Asia Advanced Research Seminar Topical seminar focused recent scholarship and/or themes on the literary, religious, and	100	Pollock	F	2	2						X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13	2013-14	2014-15		
								UG	G		UG	G
	<i>philosophical traditions of ancient and medieval South Asia. Content changes annually.</i>											
Theatre												
THTR3000V	Theatre Traditions in a Global Context <i>Provides a broad introduction to several traditions of nonwestern drama and theatrical practice, often placing recent and contemporary writing in relation to established conventions. Taking up plays and performance traditions from Asia, South Asia, and various African traditions, it may also consider the relation between elite and popular culture (adaptations of Shakespeare, for example), and between drama, theatre, and film.</i>	50%	Mitra	F	3	4		18	-	21	-	X
THTR3155V	Traditional Indian Performance <i>Broad perspective on Indian performance from classical theory to contemporary traditional practice. Uses the second c. B.C.E. text, the Natyashastra, as the foundational treatise for the aesthetic principles and practices of South Asia, and examines how its premises resurface in Sanskrit drama, Kathakali, Ramlika, and Chhau. Examines the construction of the traditional and tensions between Classical and Folk in styles as varied as Bharatnatyam, Kuchipattam, Nautanki and Tamasha, to analyse. Compare and contrast to Western dramatic theories to gain perspective on dramatic and bodily practices.</i>	100	Mitra	F	3	4		13	-	9	-	X

Appendix 2 - Course Listings, 2012-13-14-15

Course Number (or Section)	Course Title	% SA	Instructor	Term	Pts	Cnt Hrs	USED Funds	Enrollment & Offerings				
								2012-13		2013-14		2014 -15
								UG	G	UG	G	
MDES G4402	Modern Asian Performance <i>A study of contemporary Asian performance with a focus on modernity, covering most nations on the Asian continent; readings will cover theoretical and aesthetic questions from performances of healing to revolutionary theatre to diasporic performances.</i>	50%	Mitra	S	3	4						X

Appendix 3 – Directory of Faculty & Staff Biography Information

Page	Name and Title	Joint Affiliations
	Section 1: Faculty by Schools & Depts.	
118	<i>Faculty of Arts & Sciences</i>	
120	<i>School of Architecture</i>	
120	<i>Barnard College</i>	
121	<i>School of Engineering</i>	
121	<i>School of International & Public Affairs</i>	
121	<i>Teachers College</i>	
122	Section 2: Executive Committee	
122	Section 3: Administration and Staff	
123	Section 4: Evaluation	
123	Section 5: Library	
FACULTY OF ARTS AND SCIENCES (Combined Faculty of Barnard College, Columbia College, School of Engineering, and Graduate School of Arts & Sciences)		
Anthropology Department, Faculty of Arts and Science		
127	Chatterjee, Partha Professor	Middle East, South Asia, and Africa Studies; Member, Committee on Global Thought
129	Daniel, E. Valentine Professor	
Department of Art History and Archaeology		
129	Dehejia, Vidya Barbara Stoler Miller Professor of Indian Art	
Economics Department		
135	Panagariya, Arvind Jagdish Bhagwati Professor of Indian Political Economy	School of International and Public Affairs
Department of English and Comparative Literature		
139	Spivak, Gayatri Chakravorty University Professor in the Humanities	Institute for Comparative Literature and Society
141	Viswanathan, Gauri Class of 1933 Professor in the Humanities	

Appendix 3 – Directory of Faculty & Staff Biography Information

Page	Name and Title	Joint Affiliations
History Department		
124	Ahmed, Manan Assistant Professor	Acting Director, Center for International History
138	Rao, Anupama Associate Professor	History Department, Barnard College; Director of Graduate Studies, Institute for Research on Women and Gender
Language Resource Center		
125	Bhattacharjya, Dwijen Lecturer in Bengali	Language Resource Center
138	Singh, Sandeep Lecturer in Punjabi	Language Resource Center
Department of Middle East, South Asian, and African Studies		
124	Ahmad, Aftab Lecturer in Hindi and Urdu	
127	Busch, Allison Associate Professor	
127	Chatterjee, Partha Professor	Anthropology; Member, Committee on Global Thought
128	Dabiri, Ghazzal Lecturer in Persian	
131	Hussain, Hassan Lecturer in Persian	
132	Jain, Anuja Adjunct Assistant Professor	
133	Kia, Mana Assistant Professor of Indo-Persian Studies	
132	Kaviraj, Sudipta Professor of Indian Politics and Intellectual History	
133	Leavitt, Guy Lecturer in Sanskrit	
136	Pollock, Sheldon Arvind Raghunathan Professor of Sanskrit and Indian Studies	
137	Rajpurohit, Dalpat Lecturer in Hindi and Urdu	

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Page	Name and Title	Joint Affiliations
137	Ranjan, Rakesh Senior Lecturer in Hindi and Urdu South Asia Language Coordinator	Member, Advisory Board
140	Sudanandha, D. Samuel Lecturer in Tamil	
142	Zaidi, S. Akbar Professor	School of International and Public Affairs
Philosophy Department		
126	Bilgrami, Akeel Sidney Morganbesser Professor of Philosophy	Director, South Asia Institute; Member, Committee on Global Thought
Politics Department		
135	Oldenburg, Phillip Adjunct Professor	Research Scholar, South Asia Institute
Religion Department		
131	Hawley, John Stratton Ann Whitney Olin Professor of Religion	Religion, Barnard College
130	Ewing, Katherine Pratt Professor	MA Coordinator, Program in South Asia Studies, South Asia Institute
134	McDermott, Rachel Fell Associate Professor	Dept. of Asian and Middle East Cultures, Barnard College
141	Thurman, Robert Alexander Farrar Jey Tsong Khapa Professor of Indo-Tibetan Buddhist Studies	Religion
SCHOOL OF ARCHITECTURE		
	Department of Urban Planning	
140	Srinivas, Smita Assistant Professor	Director, Technological Change Program, and Studio X at Mumbai Global Center
BARNARD COLLEGE		
Department of Asian and Middle East Cultures		
134	McDermott, Rachel Fell Associate Professor	Religion Department, Faculty of Arts and Science

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Page	Name and Title	Joint Affiliations
Dance Department		
128	Coorlawala, Uttara Adjunct Professor	Dance
History Department		
138	Rao, Anupama Associate Professor	History Department, Barnard College; Director of Graduate Studies, Institute for Research on Women and Gender
Religion Department		
131	Hawley, John Stratton Ann Whitney Olin Professor of Religion	Religion, Barnard College
Theatre Department		
134	Mitra, Shayoni Assistant Professor	
School of Engineering		
143	Lall, Upmanu Alan and Carol Silberstein Professor of Earth and Environmental and Civil Engineering; Director, Water Institute	Earth and Environmental Engineering; Water Institute
School of International and Public Affairs		
130	Vishakha Desai Professor of Professional Practice	Special Advisor on Global Affairs to the Office of the President; Member, Committee on Global Thought
135	Panagariya, Arvind Jagdish Bhagwati Professor of Indian Political Economy	Economics Department, Faculty of Arts and Sciences
136	Potter, Lawrence Adjunct Associate Professor	Middle East Institute
142	Zaidi, S. Akbar Professor	Middle East, South Asia, and Africa Studies; Faculty of Arts & Sciences
MAILMAN SCHOOL OF PUBLIC HEALTH		
139	Sivaramakrishnan, Kavita Assistant Professor	Affiliated Faculty, History Department, Faculty of Arts & Sciences

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Page	Name and Title	Joint Affiliations
Teachers College		
Department of International and Transcultural Studies		
125	Bajaj, Monisha Assistant Professor	
EXECUTIVE COMMITTEE, SOUTH ASIA INSTITUTE		
126	Bilgrami, Akeel Director, South Asia Institute (ex officio)	Sidney Morganbessor Professor, Philosophy Department; Member, Committee on Global Thought
127	Chatterjee, Partha Professor, Anthropology Department	Middle East, South Asia, and Africa Studies; Member, Committee on Global Thought
130	Ewing, Katherine Pratt Professor, Religion Department	MA Coordinator, Program in South Asia Studies, South Asia Institute
132	Sudipta Kaviraj Professor of Indian Politics and Intellectual History	Middle East, South Asia, and Africa Studies
143	Lall, Upmanu Alan and Carol Silberstein Professor of Earth and Environmental and Civil Engineering; Director, Water Institute	Earth and Environmental Engineering; Water Institute
136	Pollock, Sheldon William B. Ransford Professor of Sanskrit and Indian Studies	Middle East, South Asia, and Africa Studies
138	Anupama Rao Associate Professor	History Department; Barnard College
144	Rajiv Sethi Ann Whitney Olin Professor	Economics Department; Barnard College
141	Gauri Viswanathan Class of 1933 Professor in the Humanities	Department of English and Comparative Literature
ADMINISTRATION		
Mumbai Global Center		
145	Bajpai, Nirupam Director, Global Center in Mumbai Deputy Director, Earth Institute	Senior Development Advisor Center on Globalization and Sustainable Development (CGSD); Director, South Asia Program, Earth Institute

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Page	Name and Title	Joint Affiliations
South Asia Institute		
126	Bilgrami, Akeel Director, South Asia Institute	Sidney Morganbesser Professor of Philosophy; Member, Committee on Global Thought
145	Carrick, William Assistant Director, South Asia Institute	
130	Ewing, Katherine Pratt MA Coordinator, Program in South Asia Studies	Professor, Religion Department
145	Potluri, Annapurna Administrative Assistant, South Asia Institute	
Evaluation		
146	Patricia Muller Executive Associate Director and Director of Research and Evaluation, Center for Evaluation & Education Policy (CEEP) at Indiana University, Bloomington	
146	Anne-Maree Ruddy Research Associate, Center for Evaluation and Education Policy (CEEP), Indiana University, Bloomington	
Columbia University Libraries		
147	Hausman, Gary South and Southeast Asia Collection Area Studies Collection, Lehman Library	

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

South Asia Institute Faculty

Manan Ahmed (tenure track) Assistant Professor of Islamic History, History Department;
Acting Director, Center for International History

Education: 1991 BS, Punjab University; 1997 BA, Miami University; 2008 PhD, University of Chicago.

Academic Experience:

2013 – present	Acting Director, Center for International History, Columbia
2012 – present	Assistant Professor, History Department, Columbia
2009-2012	Junior Professor, Institut für Islamwissenschaft; Freie Universität, Berlin
2009	Associate Director, South Asia Language Resource Center, University of Chicago
2005-2009	Assistant Director, Academic Computing (Humanities), University of Chicago

Overseas Experience: Germany, Pakistan

Language(s): Urdu (5), Persian (4), Arabic (3), Sindhi (3), Hindi (3), German (3), French (2), Bangla (1)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Worlds of Mughal India; History of South Asia I: from Al-Hind to Hindustan; Walking and Colonialism: Imperial Knowledges in South Asia; The State in the Muslim World

Research and Teaching Specialization: History of Islam in South Asia; Intellectual History of South Asia; Digital Humanities

Publications: “Idols in the Archive.” *Journal of Asian Studies*, 2014.

“A Demon with Ruby Eyes.” *Medieval History Journal*, 2014.

“The Advent and Spread of Muslim Rule in South Asia,” in R. D. Long (ed.), *History of Pakistan*.
Oxford University Press, Lahore, 2014.

“Future’s Past,” in A. Najam and M. Yusuf (eds.), *South Asia 2060: Envisioning Regional Futures*.
Anthem Press, 2013.

“The Long Thirteenth Century of the *Chachnama*.” *Indian Economic and Social History Review*, 2012.

“Adam’s Mirror: The Frontier in the Imperial Imagination.” *Economic and Political Weekly*, 2011.

Theses Supervised in past five years: MA (7), PhD (5)

Distinctions: Research grant, Zukunftsforschung: Revisiting the Canons of Textual Scholarship, Forum Transregionale Studien and Freie Universität.

Aftab Ahmad (full-time, non-tenured) Lecturer in Urdu,
Dept. of Middle Eastern, South Asian, and African Studies (MESAAS)

Education: 1990 BA, Aligarh Muslim University; 1993 MA, 1996 M.Phil., 1999 Advanced Diploma in Mass Media in Urdu, 2000 PhD, Jawaharlal Nehru University

Academic Experience:

2010-present	Urdu Lecturer, MESAAS
2011	Urdu Instructor, Summer Program, American Institute of Indian Studies, Lucknow
2006-2010	Urdu Lecturer, University of California, Berkeley
2007-2009	Hindi Lecturer, Summer Program, University of California, Berkeley
2001-2006	Director, Urdu Language Program, American Institute of Indian Studies, Lucknow

Overseas Experience: India

Language(s): Urdu (5), Hindi (5), Awadhi (5); Bhojpuri (4), Braj (3), Persian (2), Arabic (1)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Urdu for Heritage Speakers I and II, Intermediate Hindi-Urdu I and II, Readings in Urdu Literature I and II

Research and Teaching Specialization: Urdu, language pedagogy, translation

Publications: Translations (from Urdu unless noted), with Matt Reeck:

Mirages of the Mind. (Aab-e-gum) by Mushtaque Ahmad Yusufi. Random House India, 2014.

Bombay Stories by Saadat Hasan Manto. Random House India (2012); Vintage Classics UK and USA (2014).

“The Hyena Laughed,” and “The Hyena Cried”, *The Caravan*, 2013. (Syed Mohammad Ashraf’s short stories “Lakarbaggah Hansaa” and “Lakarbaggah Royaa.”)

“Bichaulia” in *Vartman Sahitya*, 2012 (a Hindi translation of “The Middleman” by Manan Ahmed)

“Kashmir Ka Ghaddar” in *Vartman Sahitya*, 2012 (a Hindi translation of “A Collaborator In Kashmir” by Amitav Kumar)

Theses Supervised in past five years: PhD (1)

Distinctions: 2012, PEN Translation Fund grant

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Bajaj, Monisha (tenure-track)

Assistant Professor, Department of International and Transcultural Studies, Teachers College

Education: 1998 BA, 1998 MA, Stanford; 2005 PhD, Teachers College, Columbia University

Academic Experience: 2006 – present, Assistant Professor, Teachers College, Columbia

January 2006 – August 2006, Lecturer, Teachers College, Columbia University

Professional Experience: Educational Consultant, UNICEF, Sept. 2007 – May 2008

Overseas Experience: Dominican Republic, India, Zambia

Language(s): Spanish (4) Hindi (3)

Percentage of Time spent on research and teaching on South Asia: 25%

Courses taught: Youth, Education, and Development in South Asia

Research and Teaching Specialization: Comparative and international education; peace education; human rights; politics of education; critical pedagogy; social inequalities in education; gender issues in education; sub-Saharan Africa, South Asia, Latin America & the Caribbean.

Publications:

Schooling for Social Change: The Rise and Impact of Human Rights Education in India.

Bloomsbury Academic, 2012.

“Conjectures on peace education and Gandhian studies: Method, institutional development, and globalization. *Journal of Peace Education*, 2010.

Co-author. “The emergence of human rights education amidst ethnic conflict in the Dominican Republic.” in *Peace education in conflict and post-conflict societies: comparative perspectives*. Palgrave MacMillan, 2009

“Schooling in the Shadow of Death: Youth Agency and HIV/AIDS in Zambia.” *Journal of Asian and African Studies*, 2009

Editor. *The Encyclopedia of Peace Education*. Information Age Publishing (North Carolina), 2008.

Theses Supervised in past five years: MA (4), PhD (4)

Dwijen Bhattacharjya (part-time non-tenured)

Lecturer in Bengali, Language Resource Center

Education: 1975 BA, Chittagong University; 1977 MA, Dhaka University; 1985 MA, University of Leeds;

1989 MA, Hunter College; 2001 PhD, CUNY Graduate Center

Academic Experience: 2009 – present, OPI Examiner, US Departments of Defense and State

1995-present, Lecturer, Columbia University

1992 -present, Teacher, Bengali and English, New York City Department of Education

1989-1995, ESL Teacher, Hunter College

1980 -84, Director of Education and Lecturer, Seventh of April High School, Libya

1978-1980, Lecturer, Notre Dame College, Bangladesh

Overseas Experience: Bangladesh, India

Language(s): Bengali (5), Assamese (4), Nagamese (4), Hindi (3), Urdu (3), Sanskrit (3), French (2), Spanish (2)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Elementary and Intermediate Bengali I and II

Research and Teaching Specialization: linguistics and grammar of Bengali and Nagamese; language acquisition; Bengali as a second/foreign Language; religious & ethnic minority persecution in Bangladesh

Publications: “Nagamese, Creole Assamese” In *Comparative Creole Syntax*. Battle Bridge Publications, 2008.

Editor. *Bangladesh: A Portrait of Covert Genocide*, 4th Edition, Kolkata, 2006

Theses Supervised in past five years: none

Distinctions: ACTFL Certified OPI Examiner in Bengali

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Akeel Bilgrami (tenured) Sidney Morganbesser Professor of Philosophy, Department of Philosophy
Director, South Asia Institute

Education: 1970 BA, Bombay University; 1974 MA, Oxford University; 1983 PhD, University of Chicago.

Academic Experience: 2013 – Present, Director, South Asia Institute

2004-2011, Director, Heyman Centre for the Humanities

2005 –present, Professor, Committee on Global Thought

1995-99 Chair, Department of Philosophy

1985 – present, Assistant, Associate, Full Professor, Columbia

1983-85, Assistant Professor, University of Michigan, Ann Arbor

Overseas Experience:

Mellon Distinguished Visiting Fellow, University of Witwatersrand, South Africa, 2013

Visiting Professor, Jawaharlal Nehru University, New Delhi, 2011

Visiting Fellow Australian National University, 2001

Radhakrishnan Chair, University of Hyderabad, 2000

Rajiv Gandhi Fellow, Nehru Memorial Library, Delhi 1994

Visiting Fellow Jawaharlal Nehru University, New Delhi, 1994

Visiting Fellow, Wolfson College, Oxford University, 1986

Language(s): Hindi (5), Urdu (5)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: Global Political Thought: Nehru, Gandhi, Iqbal and Senghor

Research and Teaching Specialization: Philosophy of Mind, Philosophy of Language, Political Philosophy and Moral Philosophy

Publications:

What is a Muslim? Princeton University Press, 2014 (forthcoming)

Gandhi's Integrity: Aspects of Gandhi's Philosophy. Columbia University Press, 2014 (forthcoming).

Secularism, Identity, and Enchantment. Harvard University Press, 2014.

"Another Modernity? The View from the South." *Seminar* 2013.

"Secularism: Its Context and Context" in *Beyond Tolerance*, eds. Alfred Stepan and Charles Taylor (Columbia University Press, 2013)

"Gandhi's Religion and Its Relation to his Politics" in *The Cambridge Companion to Gandhi*. Cambridge University Press, 2011.

Editor. *Democratic Culture*. Routledge, 2010.

"Gandhi, Newton and the Enlightenment" in *Values and Violence*, eds. Wayne McCormack and Stephen Reynolds. Springer, 2008.

"Twenty Years of Controversy: Rushdie and the First Freedom." Daniel Herwitz, ed., *Encounters with Salman Rushdie: Literature, History, Knowledge*. (Univ. of Michigan Press, 2007)

"Secularism and Relativism" in Eds. V.R. Mehta and Thomas Pantham, *Political Ideas in Modern India*. (Sage, 2006)

"Gandhi, Newton and the Enlightenment" in *The Social Scientist*, 2006

"Occidentalism, The Very Idea: An Essay on The Enlightenment and Enchantment." *Critical Inquiry*, Spring 2006

Self-Knowledge and Resentment. Harvard University Press, and Permanent Black India, 2006.

"Democracy and Conflict" Eds. Sarah Al- Hamad and Abou Fidal Ansary. *Political Pluralism and Islam*. Springer (2005)

"The Clash within Civilizations: on Secularism & Religion." *Daedalus*, July 2005

Theses Supervised in past five years: MA (7), PhD (7)

Distinctions: Ford Foundation grant (2006), Luce Foundation grant (2006), Mellon Foundation grant (2007, 2011)

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Allison Busch (tenured) Associate Professor, Department of Middle East and Asian Languages and Culture

Education: 1992 BA, University of British Columbia; 2003 PhD, University of Chicago

Academic Experience: 2005-2013-present, Assistant to Associate Professor

2001-2005, Assistant Professor, University of North Carolina, Chapel Hill

2000, Loyola University of Chicago

Overseas Experience: India

Language(s): Hindi (5), Brajhasha (4), Sanskrit (4), Urdu (3), Avadhi (3), Persian (2), French (3), Bengali (1), Latin (1)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Readings in Hindi Literature I & II, Major Texts: Middle East/India, Mughal India, Court Cultures of India, South Asia Research Colloquium

Research and Teaching Specialization: Indian poetry, South Asian politics, courtly India

Publications:

Culture and Circulation: Literatures in Motion in Early Modern India. Brill, 2014

Poetry of Kings: The Classical Hindi Literature of Mughal India. Oxford University Press, 2012.

"Portrait of a Raja in a Badshah's World: Amrit Rai's Biography of Man Singh (1585)."

Journal of the Economic and Social History of the Orient, 2012

"Hindi Literary Beginnings. In *South Asian Texts in History*, edited by Yigal Bronner, Whitney Cox, and Lawrence McCrae. Association for Asian Studies, 2011

"Hidden in Plain View: Brajhasha Poets at the Mughal Court." *Modern Asian Studies*, 2010.

"Riti and Register: Lexical Variation in Courtly Braj Bhasha Texts." In *Hindi-Urdu Before the Divide*, ed. Francesca Orsini. Orient Blackswan, 2010.

Theses Supervised in past five years: MA (8), PhD (1)

Honors and Awards in past five years: 2012 ACLS Ryskamp Fellowship; and 2014 ACLS Collaborative Research Fellowship

Partha Chatterjee (tenured; annual Fall semester appointment)

Professor, Departments of Anthropology and Middle Eastern, South Asian, and African Studies

Education: 1967 BA, University of Calcutta; 1970 MA, 1971 PhD, University of Rochester.

Academic Experience: 1997- present, Professor, Anthropology and MESASS, Columbia

1979-07 Professor and Director, Centre for Studies in Social Sciences, Calcutta.

1973-79 Fellow, Centre for Studies in Social Sciences, Calcutta.

Overseas Experience: India.

Visiting Fellow/Professor (Cape Town; Trinity College, Dublin; Academy of Sciences (Taiwan); Leiden; Oxford, etc.)

Language(s): Bengali (5), Hindi (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Advanced Study of the Histories, Cultures, and Societies of South Asia

Research and Teaching Specialization: Politics and governance in India

Publications: 'Berlin, Tagore, and the Dubious Legitimacy of Nationalism' in, *Isaiah Berlin and the Politics of Freedom: 'Two Concepts of Liberty' 50 Years Later* (Routledge, 2013)

Editor, with Ira Katznelson. *Anxieties of Democracy: Tocquevillean Reflections on Democracy in India and the United States* (Oxford University Press, 2012)

'After Subaltern Studies', *Economic and Political Weekly* (September 1, 2012)

The Black Hole of Empire: History of a Global Practice of Power (Princeton University Press and Permanent Black, 2012)

Lineages of Political Society (Columbia Univ. Press; Permanent Black, 2011)

Empire and Nation: Selected Essays 1985-2005 (Columbia Univ. Press, 2010; Permanent Black (India), 2010)

Partha Chatterjee Reader (in Chinese) (Guangzhou: Nanfang Daily Press, 2010)

Theses Supervised in past five years: MA (10), PhD (2)

Distinctions: 2009 Fukuoka International Academic Prize for the study of Asia

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Coorlawala, Uttara (part-time, non-tenured)

Adjunct Professor, Dance Department, Barnard College

Education: 1967 AB Smith College; MA 1984, PhD 1994, New York University

Academic Experience: 2006- present, Adjunct Professor, Alvin Ailey School, Fordham Univ.

1998 – present, Adjunct Professor, Barnard College

1997-08, Professor, Long Island University

Professional Experience: 2012, Consultant on Dance Curriculum for the School of Arts and Aesthetics, Jawaharlal Nehru University

2007-present Co-Curator (performance and panels), *Erasing Borders: A Festival of Indian Dance*, sponsored by the Asia Society and the Indo-American Association for Culture.

1970-89, Solo Dances Performances and Tours: Europe, India, Germany, Japan, Russia, US.

Overseas Academic Experience: India, Pakistan, UK

Language(s): Hindi (3), French (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Classical Indian Dance; Dance in Asia: Continuity & Tradition in South Asia

Research and Teaching Specialization: Dance in India and Asia; Gender and Dance

Publications:

"Writing Out Otherness: Bodies that Dance South Asianness" in *Traversing Tradition*

Eds. Urmimala Sarkar Munsri and Stephanie Burridge, Routledge, 2011.

"It Matters for Whom You Dance: Audience Participation in Rasa Theory" in *Dance Matters: Performing India*.

Ed.s Pallabi Chakravorty and Nilanjana Gupta. Routledge India, 2011

"Of Intersecting Circles" *Pravasi Bharatiya Special Issue: Connecting India with its Diaspora*.

Ministry Of Overseas Indian Affairs, New Delhi, 2009.

"Dance: South Asia," in *Oxford Encyclopedia of the Modern World. Volume 2*, Oxford University Press, 2008

"Ruth St. Denis and India," in *Intersections: Dance, Place, and Identity*. Kendall Hunt, 2007

Theses Supervised in past five years: MA (3), PhD (2)

Distinctions: Sangeet Natak Akademi Puruskar, 2010. (India's highest award recognizing excellence in the performing arts.)

Ghazzal Dabiri (full-time non-tenured)

Lecturer in Persian and Program Coordinator, Department of Middle Eastern, South Asian, and African Studies

Education: 1997 MS, Miami; 2001 MA, 2007 PhD, University of California, Los Angeles

Academic Experience: 2008-present, Lecturer and Program Coordinator, Columbia University

2006-08, Persian Coordinator, California State University, Fullerton

2006-08, Director, Summer Persian Institute, California State University, Fullerton

2006-08 Lecturer, Persian language, Santa Monica College

2004-07 Teaching Fellow, Persian language, Univ. of California, Los Angeles

Professional Experience: 2001-2007, Digital Library Assistant, Manuscripts Collection, UCLA

Overseas Experience: Egypt, Iran

Language(s): Persian (5), Arabic (3), French (3), Pahlavi (2), German (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary, Intermediate, and Advanced Persian I and II

Research and Teaching Specialization: Persian language and literature; modern Iranian literature

Publications:

"Historiography and the Sho'ubiya Movement," *Journal of Persianate Studies*, 2013.

"The Shahnama: Between the Samanids and Ghaznavids" *Iranian Studies*, the Shahnama Special Issue, 2010

"Visions of Heaven and Hell from Late Antiquity in the Near East" in *Quaderni di Studi*

Indo-Mediterranei, 2009

Theses Supervised in past five years: none

Distinctions: Fulbright Fellow, 2011-12

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

E. Valentine Daniel (tenured) Professor, Department of Anthropology, Columbia University

Education: BA, Amherst College, 1971; MA, University of Chicago, 1973; PhD: University of Chicago, 1979

Academic Experience: 2012-13, Acting Director, South Asia Institute

1997-present, Professor of Anthropology, Columbia University

1997-2001, Director, South Asia Institute, Columbia University,

1990-1997, Professor of Anthropology, University of Michigan, Ann Arbor,

1995-1997, Director, Program in Comparative Studies in Social Transformation, Michigan

Spring 1989, Visiting Professor of Anthropology, University of Texas, Austin

Fall 1989, Visiting Professor, Centre d'études de l'Inde et de l'Asie Sud, Paris.

1978-1990, Assistant to Associate Professor of Anthropology, Univ. of Washington (Seattle)

Overseas Experience: Canada, India, Netherlands, Sri Lanka, United Kingdom

Language(s): Tamil (5), French (3), Sinhala (3), Malayalam (2)

Percentage of time spent on research and teaching on South Asia: 50%

Courses taught: Introduction to the Anthropology of South Asia

Research and Teaching Specialization: violence, refugees and plantation labor; Sri Lanka and South India; Semeiotics of Anthropology

Recent Publications:

"The Coolie: Extended Selection." In *Scarred Landscapes*, Ann Stoler (ed.), Duke University Press, 2009.

"The Coolie: Selections" *Journal of Cultural Anthropology*, 2008

"Objectivity," and "Semiotics" in *Blackwell Encyclopedia of Sociology*. Blackwell Publishing, 2007

"The Dialectic of Recognition and Displacement in a Globalized World."

In *Cultural Psychology of Immigrants*. London: Lawrence Erlbaum Assoc., 2006

Theses Supervised in past five years: PhD (4)

Vidya Dehejia (tenured)

Barbara Stoler Miller Professor of Indian Art, Department of Art History and Archeology

Education: 1961 BA, Bombay University; 1963 BA, 1967 MA, 1968 PhD, Cambridge Univ.

Academic Experience: 2003-08 Director, South Asia Institute

2002 – present, Professor, Columbia

1982–1994, Associate Professor, Columbia

1973-79, Professor, Delhi School of Planning and Architecture

Professional Experience:

Sackler and Freer Galleries, Smithsonian Institution:

2001-02, Acting Director

2000-01, Deputy Director

1998-2000, Associate Director

1998-2001, Chief Curator, South and Southeast Asian Art

1994-98, Curator, South and Southeast Asian Art

Overseas Experience: Australia, China, India

Language(s): Tamil (4), Sanskrit (3), and Hindi (3)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Masterpieces of Indian Art & Architecture, The Genesis of Buddhist Art,

Patronage and the Monuments of South Asia, The Hindu Temple

Research and Teaching Specialization: architecture, sculpture and painting of South Asia; Raj-era Indian silver

Recent Publications:

"Addition, Erasure, and Adaptation: Interventions in the Rock-Cut Monuments of Māmallapuram"

Co-author with Richard Davis. *Archives of Asian Art*, 2010

The Body Adorned: Dissolving Boundaries between Sacred and Profane

Columbia Univ. Press, 2009 & Ahmedabad: Mapin Publications, 2009.

Delight in Design: Indian Silver for the Raj. Ahmedabad: Mapin Publications, 2008.

"Questioning Narrativity and Inscribed Labels: Buddhist Bharhut, Sannati, and Borobudur," in

Sacred Landscape in Asia: Shared Traditions, Multiple Histories. New Delhi: IIC-Manohar, 2007.

Theses Supervised in past five years: MA (4), PhD (2)

Distinctions: 2012, Padma Bhushan (second-highest civilian honor by the Government of India).

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Vishakha Desai (full-time, non-tenured)

Professor of Professional Practice, School of International and Public Affairs

Special Advisor for Global Affairs, Office of the President

Education: BA, Bombay University; MA and PhD, University of Michigan

Academic Experience:

2012 - present, Professor of Professional Practice, School of International and Public Affairs

2012 –present, Special Advisor for Global Affairs, Office of the President

Professional Experience: 2012 – present, Senior Advisor for Global Programs, Guggenheim Foundation

2004-2012, President and CEO, The Asia Society

1998-99, President, Association of Art Museum Directors

1990 – 2004 Senior Vice President, and Director of Museum and Cultural Programs, The Asia Society

1977- 1990, Curator, Head of Public Programs and Academic Affairs, Museum of Fine Arts, Boston

Overseas Experience: China, Germany, India, Korea, Netherlands, Thailand, Vietnam

Language(s): Gujarati (5), Hindi (4), Sanskrit (4), French (2)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: Culture and Foreign Policy: India and China

Research and Teaching Specialization: non-profit organizations, art and archaeology of India

Publications:

Editor. *Asian Art History in the 21st Century*. Yale University Press, 2008.

“Collecting Contemporary Asian Art: Strategies for the New Century” in *Collecting the New*,
(ed. Bruce Altshuler), Princeton University Press, 2007.

Editor. *A Passion for Asia: The Rockefeller Legacy*. Exhibition Catalogue, Asia Society, 2006.

Theses Supervised in past five years: none

Distinctions: 2012 – present, Member, National Commission on Museums and Libraries, National Foundation on the Arts and Humanities; 2003 – present, Member, Mayor's Commission for Cultural Affairs, NYC

Katherine Pratt Ewing (full-time, non-tenured)

Professor, Department of Religion; MA Coordinator, Program in South Asia Studies, South Asia Institute

Education: 1971 BA Tufts; 1973 MA Boston; 1983 PhD Chicago.

Academic Experience: 2011-present Professor of Religion, Columbia University

2010-2011 Professor of Anthropology, University of Wisconsin, Madison

2008-2010 Professor of Cultural Anthropology and Religion, Duke University.

1998-2001 Director, South Asia Center, Duke University

1991-1997-2008 Assistant/Associate Professor of Cultural Anthropology and Religion, Duke University.

Overseas Experience: Germany, India, Netherlands, Pakistan, Turkey

Visiting Professor, Department of Sociology, Bogazici University, Istanbul. 1995, 1989-90

Language(s): Urdu (3) French (3) Hindi (2) Turkish (2) German (2)

Percentage of Time spent on research and teaching on South Asia: 75%

Courses taught: Anthropological Approaches to South Asia; Sufism in South Asia, Religion and the Sexual Body, Muslims in Diaspora

Research and Teaching Specialization: South Asia; Anthropology of religion; Islam and Islamization; religious movements; ethnicity and migration; gender and sexuality; cultural and social theory.

Publications:

“‘Islam is Not a Culture:’ Reshaping a Muslim Public for a Secular World.” In Jane Garnett and Sondra Hausner, eds. *Religion in Diaspora: Cultures of Citizenship*. Palgrave MacMillan, 2014.

“Naming our sexualities: Secular constraints, Muslim freedoms.” *Focaal: Journal of Global and Historical Anthropology*, 2011.

“Debating Muslim Sexualities in South Asian Islam.” *Report on Islam in Asia Seminar Series*. Harvard Asia Newsletter, 2010

“The Muslim Child.” Eds. Shweder, Richard, Thomas Bidell, Anne Dailey, Suzanne Dixon, Peggy Miller, and John Modell. *The Child: An Encyclopedic Companion*. Univ. of Chicago Press, 2009.

Co-author with Marguerite Hoyler. “Being Muslim and American: South Asian Muslim Youth and the War on Terror.” Ed. K. Ewing, *Home and Abroad: Being and Belonging among U.S. Immigrants from Muslim Countries after September 11*. Russell Sage Foundation, 2009

Stolen Honor: Stigmatizing Muslim Men in Berlin. Palo Alto: Stanford University Press, 2008

Theses Supervised in past five years: MA (10), PhD (15)

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

John Stratton Hawley (tenured)

Ann Whitney Olin Professor, Department of Religion, Barnard College and Columbia University

Education: 1963 AB, Amherst; 1966 MDiv, Union Theological Seminary; 1977 PhD, Harvard University

Academic Experience:

1989- 1997 Director, South Asia Institute

1986 – present, Professor, Barnard College

1978-1986, Assistant, Associate, and Full Professor, University of Washington

Overseas Experience: India

Language(s): Brajbhasha (5), Hindi (5), French (2), German (2), Sanskrit (1)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Bhakti Texts of North India; Hinduism; Hinduism Here; Love, Translated: Hindu Bhakti; Issues in the Study of South Asian Religions

Research and Teaching Specialization: history of religions; Hinduism; *Bhakti* literature

Recent Publications:

“Mirabai at the Court of Guru Gobind Singh,” with Gurinder Singh Mann, in Thomas de Bruijn and Allison Busch, eds., *Culture and Circulation: Literature in Motion in Early Modern India*, E. J. Brill, 2014

“How Do the Gauḍīyas Belong? Kavikarṇapūra, Jaisingh II, and the Question of Sampradāy,” *Journal of Hindu Studies*, 2013.

“How Vallabhacharya Met Krishnadevaraya,” in Anila Verghese, ed., *Krishnadevaraya and His Times: Cultural Perspectives*. K. R. Cama Oriental Institute (Mumbai), 2013

“The Four Sampradāys: Ordering the Religious Past in Mughal North India.” in Rosalind O’Hanlon and David Washbrook, eds., *Religious Cultures in Early Modern India*. Routledge, 2011

“Poems of Raidas, Surdas, and Tulsidas,” translated with Mark Juergensmeyer, in Andrew Schelling, ed., *The Oxford Anthology of Bhakti Literature*. Oxford University Press (Delhi), 2011

Theses Supervised in past five years: MA (6)

Hassan Hussain (part-time, non-tenured)

Adjunct Lecturer in Persian, Department of Middle Eastern, South Asian and African Studies

Education: 1995 BA, 1997 MA, University of Illinois, Chicago; 2008 MA, 2014 PhD(expected) , University of California, Los Angeles

Academic Experience:

Spring 2014 Adjunct Lecturer in Persian, New York University

Summer 2013 Instructor in Persian, Arizona State University

Summer 2011 Instructor in Arabic, San Jose State University

2010- present Adjunct Lecturer in Persian, Columbia University

2008-10 Instructor in Persian, San Jose State University

2006-08 Instructor in Arabic, University of California, Los Angeles

Summer 2004 Instructor in Arabic, University of California, Los Angeles

& Summer 2005

2004-05 Instructor, History Dept., Loyola Marymount University

Overseas Experience: Egypt, Iran, Syria

Language(s): Persian (5), Arabic (5), Turkish (2), Ottoman (2), French (1)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: Elementary and Intermediate Persian

Research and Teaching Specialization: Linguistic Reform in the Modern Middle East; Nineteenth and Twentieth Century Multilingual Middle Eastern Literature; Modern Middle Eastern History, with an emphasis on Iraq and Iran; Nationalism and Sectarian Conflict; Arabic and Persian Calligraphy

Publications: none

Theses Supervised in past five years: none

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Anuja Jain (part-time non-tenured) Adjunct Assistant Professor,
Department of Middle Eastern, South Asian, and African Studies

Education: 1999 BA, 2001 MA, 2003 M.Phil., Delhi University; 2013 PhD, New York University

Academic Experience:

2013 – Present, Adjunct Instructor, New York University

2001-05 Assistant Professor, University of Delhi

Overseas Experience: India

Language(s): Hindi (5)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Modern South Asia: Introduction to Bollywood; City in Indian Cinema

Research and Teaching Specialization: South Asian cinema and media; documentary film; visual culture; postcolonial media theory; cultural studies with a special interest in historical representation, cultural memory and community/identity formations; media citizenship and publics

Publications:

“Curious Case of the Films Division: Some Annotations on the Beginnings of Indian Documentary Cinema in Post-Independent India, 1940s-1960s,” *The Archive*, Special Issue of *The Velvet Light Trap*, 2013.

“‘Beaming it live’: 24 hour Television News, the Spectator and the Spectacle of the 2002 Gujarat Carnage,” *InterMedia in South Asia: The Fourth Screen*, eds. Anustup Basu, Rajinder Dudrah, Sangita Gopal and Amit Rai, Routledge, 2012.

“The Melodramatic Imaginings: Representations of Sectarianism in Hindi Popular Cinema and Indian Documentaries,” *Narratives of Indian Cinema*, ed. Manju Jain. Delhi: Primus, 2009.

Theses Supervised in past five years: none

Sudipta Kaviraj (tenured) Professor of Indian Politics and Intellectual History,
Dept. of Middle Eastern, South Asian, and African Studies

Education: 1966 BA Presidency College; 1969 MA Univ. of Calcutta; 1979 PhD Jawaharlal Nehru Univ.

Academic Experience: 2008-2011, Chair, Dept. of Middle Eastern, South Asian and African Studies

2007 – present, Professor, Columbia University

2004, Visiting Professor, University of Chicago

2004 -2007, Chairman, Dept. of Politics and International Relations, Univ. of London

1996, Visiting Professor, Dept. of South Asian Studies, Univ. of California, Berkeley

1991 – 2007, Reader in Politics, SOAS, University of London

1971-1983-1991, Assistant to Associate Professor, Jawaharlal Nehru University

Overseas Experience: India; U.K.

Language(s): Bengali (5), Sanskrit (5), Hindi (4), Urdu (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Global Political Thought: Nehru, Gandhi, Iqbal and Senghor; Politics in India; Theory and Methods: Study of Middle East and South Asia: Problems in South Asian Theory and History

Research and Teaching Specialization: Indian social and political thought in the 19th and 20th centuries; modern Indian literature and cultural production; historical sociology of the Indian state.

Recent Publications:

Trajectories of the Indian State. Permanent Black, 2012

The Enchantment of Democracy and India. Orient Blackswan, 2011

Imaginary Institution of India. Columbia University Press and Permanent Black (India), 2010.

“Marxism in translation,” in *Political Judgement*, Cambridge University Press, 2009.

“The politics of performance: Gandhi’s trial read as theatre,” in *Staging Politics*. I.B. Tauris, 2007.

“Making of a language of patriotism in modern Bengali,” in *Nationalism and Ethnosymbolism*.
Edinburgh University Press, 2007.

Theses Supervised in past five years: unknown

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Mana Kia (tenure-track) Assistant Professor of Indo-Persian Studies,
Department of Middle Eastern, South Asian and African Studies

Education: 1997 BA, Vassar; 2001 MA, New York University; 2011 PhD, Harvard

Academic Experience: 2013 – Present, Assistant Professor, Columbia University

Overseas Experience: Germany, India, Iran, Myanmar, UK

Language(s): Persian (5), Urdu (3), Hindi (2), French (2) German (1)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Societies and Cultures Across the Indian Ocean; Gender, Power, and Culture
in Early Modern India; Readings in Indo-Persian Literature

Research and Teaching Specialization: social and cultural histories of West, Central and South Asia, 17th-19th
centuries; Indo-Persian literary culture and social history; inter-Asian transregional travel and migration,
gender and sexuality, and historiographies beyond nationalism.

Publications:

“Imagining Iran before Nationalism: Geocultural Meanings of Land in Azar’s Ātashkadah.” In *Rethinking Iranian Nationalism and Modernity*, ed. K. Aghaie and A. Marashi. Univ. of Texas Press, 2014.

“Limning the Land: Social Encounters and Historical Meaning in Early 19th-century Travelogues between Iran and India.” In *On the Wonders of Land and Sea: Persianate Travel Writing*, ed. Roberta Micallef and Sunil Sharma. Harvard University Press, 2013.

“Accounting for Difference: A Comparative Look at the Autobiographical Travel Narratives of Muhammad ‘Ali Hazin Lahiji and ‘Abd al-Karim Kashmiri.” *Journal of Persianate Studies* (co-editor with Sunil Sharma of special issue, *The Eighteenth Century Fracturing of the Persianate World*), 2009

“Women, Gender, and Sexuality in Historiography of Modern Iran.” with Afsaneh Najmabadi and Sima Shakhsari. In *Iran in the 20th Century: Historiography and Political Culture*, ed. Touraj Atabaki. I.B. Tauris, 2009.

Theses Supervised in past five years: none

Guy Leavitt (full-time, non-tenured)

Lecturer in Sanskrit, Department of Middle Eastern, South Asian, and African Studies

Education: 2001 BA, Reed College; 2002-present, PhD candidate, University of Chicago.

Academic Experience: 2011 – Present, Lecturer in Sanskrit, Columbia University

2007-2011, Preceptor in Sanskrit, Harvard University

2003-2005, Lecturer in Sanskrit, University of Chicago

Overseas Experience: India, Nepal, United Kingdom

Language(s): Sanskrit (5), Prakrit (4), Hindi (4), French (4), German (3)

Percentage of Time spent on research and teaching on South Asia: 100%

Courses taught: Elementary and Intermediate Sanskrit

Research and Teaching Specialization: Literature and literary aesthetics, especially Sanskrit; history and historiography (narrativity, the documentary/workly divide); the history of religions, esp. in the context of South Asia; history of *bhakti* movements; and literature of Saivism in post-Gupta Kashmir.

Publications:

“The Social in Kashmiri Aesthetics: Suggesting and Speciously Savoring *Rasa* in Anandavardhana and Abhinavagupta.” in Eds. Bronner, Yigal Whitney Cox and Lawrence McCrea. *South Asian Texts in History: Critical Engagements with Sheldon Pollock*. Association for Asian Studies, 2011.

Theses Supervised in past five years: none

Distinctions: Harvard University Derek Bok Center for Teaching and Learning Award for Excellence in Teaching, 2008, 2009, 2010

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Rachel Fell McDermott (tenured) Ann Whitney Olin Professor, Dept. of Asian and Middle Eastern Cultures, Barnard College; and Department of Religion, Columbia University

Education: AB 1981, University of Pennsylvania; MDiv 1984, Harvard Divinity School; AM 1986, PhD 1993, Harvard University

Academic Experience: 2003 – present, Chair, Department of Asian and Middle Eastern Cultures, Barnard College
1994-2003-2009, Assistant to Associate to Full Professor, Barnard College
1993- 1994, Lecturer, Harvard University

Overseas Experience: Bangladesh, India: 1988-1990, 1991, 1995, 1996, 1997, 1998, 1999, 2000, 2001

Language(s): Bengali (4), Sanskrit (3), French (3)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Introduction to Indian Civilizations, Introduction to Hinduism, Major Texts of India, Hindu Goddesses, Judaism and Christianity in South Asia, Bengal: Culture and Identity

Research and Teaching Specialization: Comparative religion, Hindu religious tradition, Bengal, Shaktism, Bhakti

Recent Publications:

Editor. *Sources of Indian Tradition: Modern India, Pakistan, and Bangladesh*. Vol. 2, third edition. Columbia University Press, 2014.

Revelry, Rivalry, and Longing for the Goddesses of Bengal: The Fortunes of Hindu Festivals. Columbia University Press, 2011.

“Why Zen Buddhism and not Hinduism? The Different Asias of Thomas Merton’s Journeys East.” *The Merton Annual*, 2011.

“Viewpoint: What I See: Little Indias, Caste, and the Church in the West.” *Journal of Hindu-Christian Studies*, 2010.

Co-edited and author. “Introduction” and “Festival for Jagaddhātṛā and the Power of Localized Religion in Bengal,” in *Breaking Boundaries with the Goddess: New Directions in the Study of Saktism. Essays in Honor of Narendra Nath Bhattacharyya*, edited with Cynthia Ann Humes. Manohar (Delhi), 2009.

Theses Supervised in past five years: MA (12), PhD (10)

Shayoni Mitra (tenure-track) Assistant Professor, Theatre Department, Barnard College

Education: 2001 BA, 2003 MA St. Stephens College, Delhi University; 2004 MA, 2009 PhD, New York University

Academic Experience:

2010-present, Assistant Professor, Barnard College

2009-2010 Visiting Assistant Professor, Brown University

Professional Experience:

2005-2009 Workshop Leader, Theatre for Social Change and Theatre of the Oppressed, Rhode Island and New York

2000-2004 Performer, proscenium and street theatre, Jana Nayta Manch, New Delhi

Overseas Experience: India

Language(s): Hindi (5), Bengali (3)

Percentage of Time spent on research and teaching on South Asia: 75%

Courses taught: World Theatre; Traditional Indian Performance; Modern Asian Performance

Research and Teaching Specialization: intersection of theatre and politics, street theatre; Delhi and northern and eastern India.

Publications:

“Violating Performance: Women, Law and the State of Exception,” in *Gender, Space, Resistance*, ed., Anita Singh, D. K. Printworld, 2013.

“Juliano Mer Khamis: Murder, Theatre, Freedom, Going Forward,” *The Drama Review*, MIT Press, 2011.

Theses Supervised in past five years: none

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Phillip Oldenburg (part-time non-tenured)

Adjunct Professor, Department of Political Science

Education: 1964 BA, Brandies University; 1968 MA, 1974 PhD, University of Chicago

Academic Experience: 2006-07, Visiting Lecturer, Johns Hopkins University

1995-02, Associate Director, South Asia Institute, Columbia

1993-94, Visiting Lecturer, University of Pennsylvania

1990-present, Adjunct Professor, Columbia

1977-90, Assistant Professor, Columbia

Overseas Experience: India

Language(s): Hindi (5), Urdu (5), German (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Political Systems of South Asia; International Relations of South Asia: Pakistan

Research and Teaching Specialization: contemporary politics of South Asia

Recent Publications:

“Uneasy Neighbors.” In: Ira Pande, ed., *A Tangled Web: Jammu & Kashmir*. New Delhi: India International Centre and Harper Collins, 2011.

India, Pakistan, and Democracy: Solving the Puzzle of Divergent Paths. Routledge (London), 2010 and Routledge & Manohar (Delhi), 2011.

“Middlemen in Third World Corruption”; in: M. Johnston, ed., *Public Sector Corruption (Volume 2)*, SAGE Publications, 2010

“Different Faiths, Divided States.” In Ira Pande, ed., *The Great Divide: India and Pakistan*. India International Centre and Harper Collins, 2009.

Theses Supervised in past five years: MA (1), PhD (1)

Arvind Panagariya (tenured) Jagdish Bhagwati Professor of Indian Political Economy,

Department of Economics and School of International and Public Affairs

Education: 1971 BA, 1974 MA, Rajasthan University; PhD, Princeton University, 1978

Academic Experience: 2009-13, Director, Center on Indian Political Economy, Columbia

2004-present, Professor, Columbia University

2003-04, V.K.R.V. Rao Professor, Institute for Social and Economic Change, Bangalore

1993-2004, Co-director, Center for International Economics, Univ. of Maryland

1978-2004, Assistant, Associate, and Full Professor, Univ. of Maryland, College Park

Professional Experience: 2011 to-present, Member, International Advisory Board, Securities and Exchange Board of India, and Member, Advisory Committee on G-20, Ministry of Finance

1989 – 1993, Senior and Principal Economist, World Bank

Overseas Experience: India

Language(s): Hindi (5)

Percentage of time spent on research and teaching on South Asia: 75%

Courses taught: Indian Economy in Transition

Research and Teaching Specialization: Indian Political Economy

Publications: *Why Growth Matters: How Economic Growth in India reduced Poverty and the Lessons for Other Developing Countries*, with Jagdish Bhagwati. Public Affairs, 2013. (In India: *India's Tryst with Destiny: Debunking Myths that Undermine Progress and Addressing New Challenges*. Harper Collins, 2013.)

“India and China: Trade and Foreign Investment.” In N. Hope, A. Kochar, R. Noll and T. N. Srinivasan, ed., *Economic Reform in India*, Cambridge university Press, 2013

Reforms and Economic Transformation in India (edited with Jagdish Bhagwati), *Studies in Indian Economic Policies*, Oxford University Press, 2012.

India: The Emerging Giant. New York: Oxford University Press, 2008

Theses Supervised in past five years: none

Distinctions: 2012, Padma Bhushan (second-highest civilian honor by the Government of India).

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Sheldon Pollock (tenured) Arvind Raghunathan Professor of South Asian Studies,
Department of Middle Eastern, South Asian, and African Studies

Education: AB 1971, AM 1973, PhD 1975, Harvard University

Academic Experience: 2004-present, Professor, Columbia

1989-2004, George V. Bobrinskoy Professor of Sanskrit and Indic Studies, Univ. of Chicago

1975-89, Assistant to Associate to Full Professor, University of Iowa

Overseas Experience: India

Language(s): Sanskrit (5), French (5), German (5), Dutch (3), Hindi (3), Kannada (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Majors Texts of India; Advanced Sanskrit; India Before Colonialism

Research and Teaching Specialization: Sanskrit philology, Indian intellectual and literary history;
comparative intellectual history

Recent Publications: *Kritische Philologie: Essays zu Literatur, Sprache und Macht in Indien und Europa.*
Göttingen: Wallstein Verlag, in the series, *Philologien: Praxis, Geschichte, Theorie*, 2014.

"Praśasti: A Small Note on a Big Topic." In *Rajamahima: C. Rajendran Congratulatory Volume*, ed. N. K.
Sundareshwaran. U. of Calicut Press, 2013.

"Crisis in the Classics." *India's World, special issue of Social Research: An International Quarterly*, 2011; in book
form, New Delhi: Rupa, 2012, and in *Tamil: Manarkeṇi June*, 2012.

From Rasa Seen to Rasa Heard." In *Aux abords de la clairière*, ed. Caterina Guenzi and Sylvia d'Intino. Brepols,
2012. Collections érudites de l'Ecole Pratique des Hautes Etudes.

"Vyakti and the History of Rasa." *Vimarsha, Journal of the Rasthriya Sanskrit Sansthan* (World Sanskrit
Conference Special Issue), 2012.

Ed. *Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-
1800*. Duke University Press, 2011; Indian edition, Manohar, 2011.

"Sanskrit Studies in the US," in *Sixty Years of Sanskrit Studies, vol. 2: Other Countries*, ed. R. Tripathi. New Delhi:
DK Printworld, 2011.

Theses Supervised in past five years: MA (1), PhD (7)

Distinctions: Padma Sri Award, Gov't of India, 2010; Mellon Distinguished Achievement Award, 2009-2011 and
2011-2015; NEH Digital Humanities Award, 2014-2016.

Lawrence G. Potter (part-time, non-tenured)

Adjunct Associate Professor of International Affairs, School of International and Public Affairs

Education: 1970 BA Tufts; 1971 MA London; 1981 M.Phil, 1992 PhD, Columbia University **Academic
Experience:**

1996-2002 – present Adjunct Assistant to Associate Professor, Columbia University

Adjunct Assistant Professor, Bryn Mawr College, 1997-98;

Visiting Assistant Professor, State University of New York, Stony Brook, 1993-95;

Lecturer, Tufts University, 1993-94.

Overseas Experience: Iran, Qatar

Language(s): Persian (4), French (4) German (1) Arabic (1)

Percentage of time spent on research and teaching on South Asia: 25%

Courses Taught: Modern Afghanistan: History, Culture, Politics

Research and Teaching Specialization: Persian Gulf; Iran; Afghanistan; U.S. foreign policy

Recent Publications:

Editor, *Sectarian Politics in the Persian Gulf*. Hurst, 2013

"The Persian Gulf: Tradition and Transformation," *Foreign Policy Association*, 2011).

"Persian Gulf Security: Patterns and Prospects," in *Iran and the West: Regional Interests and Global Controversies*.
Swedish Defense Research Agency, 2011.

The Persian Gulf in History, editor (New York: Palgrave Macmillan, 2009)

Theses Supervised in Past 5 Years: None

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Dalpat Rajpurohit (full-time non-tenured)

Lecturer, Department of Middle East and Asian Languages and Cultures

Education: 2002 BA, Jai Narain Vyas University (Rajasthan); 2005 MA, 2007 MPhil, Jawaharlal Nehru University

Academic Experience: 2008-present, Hindi-Urdu Lecturer, Columbia

2007-08, Hindi Instructor, American Institute in India Hindi Programs (Delhi and Jaipur)

Fall 2006, Hindi Instructor, Semester Abroad Program (Nanital); Univ. of Washington

Spring 2006, Hindi Instructor, Jawaharlal Nehru University

Professional Experience: 2006, Translator (Hindi into English), National Mission for Manuscripts, Ministry of Culture, Government of India

Overseas Experience: India (2006-08)

Language(s): Hindi (5), Urdu (5), Rajasthani (5) Braj (5), Awadhi (5) Sanskrit (3) Gujarati (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary and Intermediate Hindi-Urdu, Readings in Hindi Literature

Research and Teaching Specialization: Hindi-Urdu language and pedagogy; Modern Hindi poetry and prose; Medieval Hindi poetry: Bhakti and Riti traditions; Sect Formation in Medieval North India and Hagiographies

Publications:

"Hindi ka Vismrit Atit" (The Forgotten Past of Hindi.) *Jansatta* (daily newspaper), 2013.

'Thematic Groupings of Bhakti Poetry: The Dādūpanth and Sarvaṅgī literature' in *Bhakti in Current Research: 2006 to 2009*, Ed. Imre Banga. Manohar, Delhi, 2013

"Language and Meters in Padmakar's Himmatbahadur Birdavali" in *Current Research on Early Modern Literatures in North India 2009-2012*, ed., John Stratton Hawley. Oxford University Press, New Delhi, 2013.

Translated with Stan Scott. *The Weaver's Song: Hindi Bhajans of North India*. Rangila World Music, 2011

"Madhyakālīn santbānī sanklan kī ' Sarvaṅgī ' paramparā aur Bhakti samvedanā" (Anthology of songs of early modern poet-saints in India, of Bhakti sensibility.) *Ālochanā* (a special issue on Bhakti-Kāl), 2009.

Theses Supervised in past five years: none

Distinctions: Finalist (out of 14), 2011 Columbia University Preeidential Teaching Award

Rakesh Ranjan (full-time non-tenured)

Senior Lecturer, Department of Middle Eastern, South Asian, and African Studies;

Director and Language Coordinator, Hindi-Urdu Program

Education: 1983 BA, Bihar University; 1985 MA, 1988 MPhil, 1997 PhD, University of Delhi

Academic Experience:

2009- present, Language Committee, American Institute of Indian Studies

2008- present, Executive Committee, Language Resource Center, Columbia

2008- present, Senior Lecturer, Coordinator and Director, Hindi-Urdu Program, Columbia

2004-07, Director, Undergraduate Studies in Asian Studies Program, Emory University

2006- present, Director, Intermediate Hindi Summer Program, AIIS Jaipur, India.

2004-2006, Convener of Language Coordinators (Arabic, Hebrew, Hindi, Persian, Sanskrit), Emory University

1999-2003-2008, Lecturer to Senior Lecturer in Hindi, Emory University

1998-1999: Resident Director, University of Virginia-Emory Semester Program in India.

1993-98, Program Director, Hindi Language Program, AIIS, Varanasi, India.

Overseas Experience: India

Language(s): Hindi (5), Bhopuri (5), Bajjika (5), Russian (2), Mauritian Creole (2)

Percentage of time spent on research and teaching on South Asia; 100%

Courses taught: Elem. Hindi-Urdu; Hindi for Heritage Speakers; Hindi Language Pedagogy

Research and Teaching Specialization: Hindi language pedagogy; media, technology and language instruction; proficiency testing; Mauritian Creole and Bhojpuri

Recent Publications:

Some Morphological and Syntactic Features of Mauritian Bhojpuri. Central Institute of Indian Languages, Mysore, India, 2010

Standardization and Modernization of Hindi and the Role of Print Media. Central Institute of Indian Languages, Mysore, India, 2010

Theses Supervised in past five years: none

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Anupama Rao (tenured, on leave 2014-15)

Associate Professor, Department of History, Barnard College and Columbia University

Education: 1987 BA, University of Chicago; 1999 PhD, University of Michigan

Academic Experience:

2012- present, Director of Graduate Studies, Institute for Research on Women and Gender

2001-2009- present, Assistant to Associate Professor, Barnard College

1998-2001, Assistant Professor, New York University

Overseas Experience: Germany, India:

Visiting Professor, Center for Modern Indian Studies, Göttingen University, 2012

Languages: Kannada (5), Marathi (4), Hindi (3), French (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: History of South Asia II: Empire and its Aftermath; Law and Lawlessness in South Asia;

Topics in South Asian History: Caste and Gender; Problems in South Asian Theory and History

Research and Teaching Specialization: Western India 1818-2009; gender and sexuality; intellectual history; \ historical anthropology of South Asia; comparative urbanism

Recent Publications:

Crime Through Time, co-edited with Saurabh Dube. *Themes in Indian History Series*. Oxford University Press, 2013

"Violence and Humanity, or Vulnerability as Political Subjectivity." *Social Research* [special issue on "Body and the State"], 2011.

"On the Subject of Governance," co-authored with Steven Pierce. *Anthrohistory: Unsettling Knowledge, Questioning Discipline*. University of Michigan Press, 2011.

The Caste Question: Dalits and Politics in Modern India. University of California Press, 2009

Theses Supervised in past five years: MA (6), PhD (5)

Sandeep Singh (part-time non-tenured)

Lecturer in Punjabi, Language Resource Center

Education: 1995 BA, Khalsa College, India; 1997 MA, Punjabi University; 2001 PhD, Punjabi University

Academic Experience: 2013- present, Lecturer in Punjabi, SUNY Old Westbury

2004- 2012, Lecturer in Punjabi, Hofstra University

2003-present, Lecturer in Punjabi, Columbia

1998-99, Lecturer, Patel Memorial National College, India

Professional Experience: 2004 – present, Translator, The Sikh Coalition

2009- present, Court Interpreter (Certified for Punjabi, Hindi, Urdu), State of New York- Unified Court System, New York

Overseas Experience: India (1998-2002)

Language(s): Punjabi (5), Hindi (5), Urdu (4)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary, Intermediate, and Supervised Readings in Punjabi

Research and Teaching Specialization: Punjabi language, literature and theater

Recent Publications:

Punjabi, Conversational: Learn to Speak and Understand Punjabi with Pimsleur Language Programs. Simon & Schuster, 2012.

"Balwānt gargi de Natkan da Rangmanchi Adhyan," Research General, Punjabi University, Patiala, India, 2002.

Theses Supervised in past five years: none

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Kavita Sivaramakrishnan (tenure-track) Assistant Professor,

Department of Sociomedical Sciences, Mailman School of Public Health; and Department of History

Education: 1990 BA, St. Stephens College, University of Delhi; 1992 BA, Trinity College, Cambridge University; 2004 PhD, Jawaharlal Nehru University.

Academic Experience: 2010 – Present, Assistant Professor, Mailman School of Public Health

2008-2010 David Bell Research Fellow, Center for Population and Development Studies, Harvard University

Overseas Experience: China, India

Language(s): Hindi (4) Tamil (4), French (4), Punjabi (2)

Percentage of Time spent on research and teaching on South Asia: 50%

Courses taught: The Global Politics of Aging: Historical & Policy Perspectives

Research and Teaching Specialization: Philosophy

Areas of Expertise: Aging and Elderly, Global Health, History of Public Health, Infectious Disease, Cultural Politics of Aging in South Asia

Publications:

“Aging and dependence in an independent Indian nation: Migrant families, workers and social experts”

Journal of Social History, 2014.

With Kumar, S; Calvo, R.; Avendano, M.; Berkman, L. F. “Social Support, Volunteering and Health around the World: Cross-National Evidence from 139 Countries” *Social Science and Medicine*, 2012

“The Return of Epidemics and the Politics of Global-Local Health” *The American Journal of Public Health*, 2011

With Ax, Brimnes, Jensen and Oslund. “Recasting Disease and Its Environment: Indigenous Medical Practitioners, the Plague, and Politics” in *Colonial India, Cultivating the Colonies: Colonial States and their Environmental Legacies*, Ohio University Press, 2011

“The Languages of Science, the Vocabulary of Politics: Challenges to Medical Revival” in *Punjab Journal for Social History of Medicine* 21(3) 521-39 2008

Theses Supervised in past five years: none

Gayatri Chakravorty Spivak (tenured)

University Professor in the Humanities

Education: 1959 BA, University of Calcutta; 1962 MA, 1967 PhD, Cornell University

Academic Experience: 2007-present, University Professor, Columbia

2003-2007, Director, Institute for Comparative Literature and Society, Columbia

1991-2007, Avalon Foundation Professor in the Humanities, Columbia

1986-91, Andrew W. Mellon Professor of English, University of Pittsburgh

1984-86, Longstreet Professor of English, Emory University

1978-84, Professor, University of Texas at Austin

1975-78, Professor and Chair, Department of Comparative Literature, University of Iowa

1966-74, Assistant to Associate Professor, University of Iowa

Overseas Experience: Australia, Germany, France, India, Italy, Hong Kong, Japan, Saudi Arabia

Language(s): Bengali (5), Sanskrit (4), Hindi (3)

Percentage of time spent on research and teaching on South Asia: 25%

Courses taught: Seminar on Postcolonial Theory

Research and Teaching Specialization: English and postcolonial studies.

Recent Publications:

With Sara Harasym. *The Post-Colonial Critic: Interviews, Strategies, Dialogues*. Routledge, 2014.

An Aesthetic Education in the Era of Globalization. Harvard University Press, 2013.

“Reproductive Heteronormativity and Sexual Violence in the Bangladesh War of 1971: A Discussion with Gayatri Chakravorty Spivak.” With Nayanika Mookherjee. *Social Text*, 2012.

“Comparative Literature/World Literature: A Discussion with David Damrosch and Gayatri Spivak” With David Damrosch. *Comparative Literature Studies*, 2011.

“Translating in a World of Languages.” *Profession, Modern Language Association*, 2010.

“In Response: Looking Back, Looking Forward,” in *Can the Subaltern Speak? The History of an Idea*. Columbia University Press, 2010

Theses Supervised in past five years: MA (1); PhD (4)

Distinctions: 2013, Padma Sri; 2012, Kyoto Prize in Arts and Humanities

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Smita Srinivas (tenure-track)

Assistant Professor, Urban Planning Program; Director, Technological Change Lab, Graduate School of Architecture, Planning, and Preservation

Education: 1991 BA, Smith College; 1993 MS, Yale University; Certificat d'études Internationales, Institute Universitaire de Hautes Etudes Internationales, Switzerland; 2004 PhD, Massachusetts Institute of Technology

Academic Experience: 2006-present, Director, Technological Change Lab, Columbia
2006-present, Assistant Professor, Columbia

Professional Experience: 2013 – 2016, Fellow, Center for Health Research and Development, New Delhi
2008 -2013, Consultant, MA/PhD program set-up, Indian Institute for Human Settlements
2008-09, Consultant, Least Developed Countries Report, UNCTAD
2005-06, Joint Associate, Belfer Center for Science and International Development and Center for International Development (Sustainability Science Group)
2004-05, UNIDO Fellow, United Nations Industrial Development Organisation

Overseas Experience: Finland, France, India

Languages: Kannada (5), Hindi (3), French (2), Spanish (1)

Percentage of time spent on research and teaching on South Asia: 25%

Courses taught: Political Economy of Development Planning; Urban Planning Studio: Regional Planning, Industry, and Infrastructure in Bangalore, India

Research and Teaching Specialization: institutions, technological change and economic development; Regions: South Asia, India, and Karnataka; North and West Europe; Finland; Brasil; China

Recent Publications:

“Demand Institutions and Innovation: Paths to Inclusive Development” in S. Ramani (Ed.) *Combining Economic Growth with Inclusive Development*, Cambridge University Press, 2014.

Market Menagerie: Health and Development in Late Industrial States. Stanford University Press, 2012; and Cambridge University Press and Foundation Books (S. Asia imprint), 2013.

“Industrial Welfare and the State” in Tilly, C. and Hanagan, M. (eds.) *Contention and Trust in Cities and States*. Springer, 2011.

“Industrial Welfare and the State: Nation and City Reconsidered,” *Theory and Society*, 2010.

Theses Supervised in past five years: MA (24), PhD (2)

Distinctions: 2013-15, GDF Suez Urban Strategy Council Member; UN Special Rapporteur on Poverty, 2013 – present (by invitation); Ford Foundation Grant, with Indian Institute for Human Settlements (\$600,000).

D. Samuel Sudanandha (full-time non-tenured)

Lecturer in Tamil, Dept. of Middle Eastern, South Asian, and African Studies, Columbia University

Education: 1971 MA, Madurai University; 1984 MPhil, Madurai Kamaraj University;
1989 MA, 1996 PhD, University of Washington.

Academic Experience:

2006 – present Lecturer in Tamil, Columbia University

1995-96 Lecturer in Dravidian Languages, University of Pennsylvania

1990-1997, and 2002-2010 Lecturer in Tamil, South Asia Summer Language Institute, University of Wisconsin – Madison

1972-2006 Professor of Tamil and Principal, The American College, Madurai

Overseas Experience: India

Language(s): Tamil (5), Hindi (2), German (2)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Elementary Tamil, Intermediate Tamil, Advanced Tamil

Research and Teaching Specialization: Tamil language and literature; folk dance; socio-cultural anthropology

Recent Publications:

Madurai Kanchi. [Translation, Annotation and Commentary] co-edited with Vilakka Vadivu. Kayaal Kavin Books, India, 2013

Gramsci: oru arimukam. In *Pinnai Navinattuvamum Tamilssulalum*. [‘Gramsci: An Introduction’ In *Postmodernism and Tamil Context*.] Vidiyal Patippakam, 2000

Aattamum Amaippum. Oru Nattupura Nikal kalai pattiya Aayvu [Dance and Structure: An Analysis of a folk performing art]. Madurai Kamaraj University Press, 1991

Theses Supervised in past five years: none

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Robert Alexander Farrar Thurman (tenured)

Jey Tsong Khapa Professor of Indo Tibetan Buddhist Studies, Department of Religion

Director, Center for Buddhist Studies, Department of Religion

Education: 1968 AB, 1969 AM, 1972 PhD, Harvard University

Academic Experience:

1988- present, Professor, Columbia University

1973-88, Assistant to Associate to Full Professor, Amherst College

Professional Experience: 1987- present, Co-founder and President, Tibet House

1988-present, Co-founder, American Institute of Buddhist Studies, Columbia

Overseas Experience: Bhutan, India, Tibet

Language(s): Tibetan (5), French (4), Sanskrit (4), Spanish (3), Chinese (2), German (2), Japanese (2), Latin (1), Mongolian (1)

Percentage of time spent on research and teaching on South Asia: 50%

Courses taught: Religious Traditions of Asia, Indo-Tibetan Buddhism, Topics in Tibetan Philosophy, Buddhist Texts

Research and Teaching Specialization: Tibet; Tibetan Buddhism; Buddhist India; Buddhism; History of India and Tibet; Tibetan medicine; history of Buddhism; history of Religion

Recent Publications:

Translator with Annotation. *Brilliant Illumination of the Lamp of the Five Stages: Practical Instructions in the King of Trantras, The Glorious Esoteric Community* by Tsong Khapa Losang Drakpa. (2 Vols; English and Critically Edited Tibetan). American Institute of Buddhist Studies, and Columbia University Press, 2011 and 2012.

Translator. *The Holy Teaching of Vimalakirti: A Mahayana Scripture*. Pennsylvania State University Press, 2009.

Why the Dalai Lama Matters: His Act of Truth as the Solution for China, Tibet, and the World. Atria Books, 2008, 2011. (Published in translation in French, Czech, Italian, Chinese, Russian, Tibetan, Spanish)

The Jewel Tree of Tibet: The Enlightenment Engine of Tibetan Buddhism. Free Press, 2005.

Theses Supervised in past five years: PhD (3)

Gauri Viswanathan (tenured)

Class of 1933 Professor in the Humanities, Department of English and Comparative Literature

Education: 1971 BA, 1973 MA, University of Delhi; 1985 PhD, Columbia University

Academic Experience: Spring 2006, Visiting Professor, University of California at Berkeley

2000-03, Director, Southern Asian Institute, Columbia

1989- present, Assistant, Associate, to Full Professor, Columbia

1988-89, Assistant Professor, University of Massachusetts, Amherst

1986-1988, Mellon Fellow, Columbia University

Overseas Experience: India, Netherlands

Language(s): Tamil (5), Hindi (4)

Percentage of time spent on research and teaching on South Asia: 25%

Courses taught: Literature of Empire; Theory, Religion, and Culture

Research and Teaching Specialization: 19th Century Education, Religion, Culture in India

Recent Publications:

"Religion and the Imagination: Salman Rushdie and Gauri Vishwanathan." In Stepan, Al and Charles Taylor, eds. *Boundaries of Toleration*. Columbia University Press, 2014.

"Religion and Dissent in Said's Secular Criticism." In Doring, Tobias and Mark Stein, eds., *Edward Said's Translocations: Essays in Secular Criticism*. Routledge, 2012.

"Have Animals Souls?: Theosophy and the Suffering Body." *PMLA*, 2011.

"Secularism and Heterodoxy." In by Cady, Linell E. and Elizabeth Shakman Hurd, Eds, *Comparative Secularisms in a Global Age*. Palgrave Macmillan, 2010.

Theses Supervised in past five years: unknown

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

S. Akbar Zaidi (Full-time, non-tenured)

Professor, Department of Middle Eastern, South Asian and African Studies, and School of International and Public Affairs

Education: BSc 1980, MSc 1982, Univ. of London; 1993 MPhil, 2009 PhD, Cambridge University

Academic Experience:

2010-present Professor, Columbia University

2004-05, Visiting Professor, Johns Hopkins University

2002-03, Research Fellow, Institute for the Advanced Study of India (New Delhi)

1998, Visiting Scholar, Oxford University

1983 – 1996, Associate Professor, Senior Research Economist, University of Karachi

Overseas Experience: India, Pakistan, UK

Language(s): Urdu (5)

Percentage of time spent on research and teaching on South Asia: 100%

Courses taught: Political Economy of Pakistan; Political Economy of South Asia; History of Pakistan; 19th century Indian Muslims

Research and Teaching Specialization: Political Economy; Governance; Institutions; Macroeconomics; Debt and Public Policy; Local Government and the Social Sectors

Recent Publications:

Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press, 2014.

“Writing Partial Truths: Orality, Print, Myth, and Identities,” in Freitag, Gilmartin, and Sanyal, (eds.)

Muslim Voices: Community and the Self in South Asia, Yoda Press (India), 2013.

‘Influencing from Afar: The Role of Pakistani Diaspora in Public Policy and Development in Pakistan’, in Yong and Rahman (eds.), *Diaspora Engagement and Development in South Asia*, Palgrave Macmillan, 2013.

“The Captivating Vision of the ‘New Growth Strategy’: The Missing Political Economy Perspective”, *The Lahore Journal of Economics*, 2012.

“Contesting Notions of Pakistan.” *Economic and Political Weekly*, Vol 47, No 45, 2012.

“International Relations Theory and the Political Economy of Trade: India and Pakistan”, in E. Sridharan, ed., *International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities and Images*, Oxford Univ. Press, 2011.

Theses Supervised in past five years: MA (6)

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

South Asia Institute Executive Committee, 2013-16

Akeel Bilgrami (ex officio, Philosophy and Director, South Asia Institute, GSAS) – See Faculty Bio

Partha Chatterjee (Anthropology and MESAAS, GSAS) – See Faculty Bio

Katherine Pratt Ewing (Religion; M.A. Coordinator, Program in South Asia Studies, GSAS) – See Faculty Bio

Sudipta Kaviraj (MESAAS, GSAS) – See Faculty Bio

Upmanu Lall (tenured) Alan and Carol Silberstein Professor of Engineering,

Fu Foundation School of Engineering Director, Earth Institute Water Center

Education: 1976 B.Tech., Indian Institute of Technology (Kampur); 1980 MS, 1981 PhD, University of Texas

Academic Experience: 2009-10, Chair, Civil Engineering and Engineering Mechanics

2008- present, Director, Columbia Water Center, Columbia

2005- present Alan and Carol Silberstein Professor of Engineering

2003- 2006, Chair, Earth and Environmental Engineering, Columbia

2002- present, Professor of Civil and Mechanical Engineering, Columbia

2001- present, Professor, Earth and Environmental Engineering, Columbia

2001 – present, Senior Research Scientist, Int'l Research Inst. For Climate & Society

1981-1988- 2001, Assistant/Associate/Full Professor, Utah State University

Professional Experience: UNESCO-IHP; Ministry of Water Resources, India; Delhi College of Engineering, New Delhi; State of Utah Divisions of Water Resources, and of Water Rights.

Current Research Projects: Columbia Water Center project, Ludhiana, Punjab; Scaling Up Services in India (Uttar Pradesh, Madhya Pradesh and Rajasthan); Macroeconomics and Health (India, Sri Lanka); Water Resources in a Changing Climate, project with Ministry of Water Resources, India; Improving Rural Livelihoods and Water Resource Outcomes in India, China, Africa, and Brazil

Overseas Experience: Bangladesh, Brasil, India, Sri Lanka

Languages: Hindi (4), Punjabi (4)

Percentage of time spent on research and teaching on South Asia: not applicable

Research and Teaching Specialization: hydroclimatology, nonlinear dynamics, and applied statistics; natural hazards, water systems, and risk management; water technologies for developing countries; Earth and environmental engineering

Recent Publications:

Co-author with Krishnamurthy, C., H. Kwon. "Changing Frequency and Intensity of Rainfall Extremes Over India," *Journal of Climate*, 2009

Honors and Awards: 2008 – present, Pepsico Foundation grant; 2007-08, Pulitzer Foundation grant;

Sheldon Pollock (MESAAS, GSAS) – See Faculty Bio

Anupama Rao (History, Barnard and GSAS) – See Faculty Bio

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

South Asia Institute Executive Committee, 2013-16

Rajiv Sethi (tenured) Ann Whitney Olin Professor, Economics Department, Barnard College

Education: 1984 BS, University of Southampton; 1993 PhD, New School for Social Research

Academic Experience:

2005-2008, Chair, Economics Department, Barnard College

1995-1998-2003, Assistant to Associate to Full Professor, Barnard College

1993-1995, Assistant Professor, Economics Department, University of Vermont

Overseas Experience: Colombia, India, UK

2009-10, Visiting Professor of Economics, Universidad de Los Andes, Colombia

Language(s): Hindi (5), Spanish (1), German (1)

Percentage of Time spent on research and teaching on South Asia: not applicable

Courses taught: not applicable

Research and Teaching Specialization: Economic theory, credit derivatives and sovereign default, the dynamics of beliefs on networks, the economics of crime, and persistent inequality between social groups.

Publications:

“Public Outrage and Criminal Justice: Lessons from the Jessica Lal Case” (with Brendan O’Flaherty),

In Bhaskar Dutta, Tridip Ray, and E. Somanathan, eds., *New and Enduring Themes in Development Economics*, World Scientific, 2009.

Theses Supervised in past five years: not applicable

Gauri Viswanathan (English and Comparative Literature, GSAS) – See Faculty Bio

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Administration and Staff

Nirupam Bajpai (tenured) Director, Global Center in Mumbai, India; Senior Development Advisor, Center on Globalization and Sustainable Development, and Director, South Asia Program, Earth Institute

Education: 1983 BA Elphinstone College; 1985 MA, 1988 PhD, University of Lucknow

Academic Experience: 2002 – present, Professor, Columbia

1995-2002, Director, India Program, Center for International Development, Harvard University

1995- 2002, Professor, Harvard University

1992-95, Professor, Massachusetts Institute of Technology

Professional Experience: 2004-2014, Advisor to Prime Minister Manmohan Singh and Ministry of Health and Family Welfare

2002- present, Member, United Nations Millennium Project on Development Goals and Scientific Committee on Sustainable Development Network

1994- 2004, Advisor, Prime Minister Atal Bihari Vajpayee, and Ministries of Finance, Commerce and Industry, and Information Technology.

Overseas Experience: India

Current Research Projects: 2004 – present, Gujarat Project on Sustainable Development in collaboration with the Indian Institute of Management, Ahmedabad

Languages: Hindi (5), Bengali (4), Nepali (4), Punjabi (4), French (3), Urdu (2)

Percentage of time spent on research and teaching on South Asia: 100%

Research and Teaching Specialization: health and development, economic geography, globalization, emerging markets, economic development and growth, global competitiveness, and macroeconomic policies in developing and developed countries; economic policy reform in India, China, sub-Saharan Africa and the South and East Asia

Recent Publications:

Co-author with Sachs, Jeffrey and Ravindra H Dholakia. *Improving Access, Service Delivery and Efficiency of the Public Health System in Rural India*. Sage Publications, 2010.

Co-author. "Scaling Up Primacy Health Services in rural Tamil Nadu: Public Investment Requirements and Reform." *Center for International Development Working Paper, 2008*

Honors and Awards: 2008, Padma Shri, Literature and Education, Government of India

Akeel Bilgrami, Director, South Asia Institute – See Faculty Bio

William Carrick (full-time)

Assistant Director and Outreach Coordinator, South Asia Institute

Education: BA 1995, MA 2000, New York University

Professional Experience:

2008- present, Assistant Director and Outreach Coordinator, South Asia Institute

2002- 2007, Program Coordinator, National Resource Center for Middle Eastern Studies, New York University

1992- 2002, Administrative Assistant, National Resource Center for Middle Eastern Studies, New York University

Language(s): German (1), Spanish (1)

Katherine Pratt Ewing (M.A. Coordinator, Program in South Asia Studies: Religion, GSAS) – See Faculty Bio

Annapurna Potluri (full-time)

Administrative Assistant, South Asia Institute

Education: BA 2001, New York University; MPhil 2004 Cambridge University

Professional Experience:

2009- present, Administrative Assistant, South Asia Institute

2006-09, Assistant to Associate Dean, Barnard College

Language(s): Italian (3), Spanish (3), Telugu (3), French (2), Sanskrit (1), German (1)

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Evaluation

Patricia Muller, Executive Associate Director and Director of Research and Evaluation, Center for Evaluation & Education Policy (CEEP) at Indiana University, (non-tenured)

Education: BS 1990, (Applied Social Sciences), State University of New York; MS 1992, (College Student Personnel Administration), Indiana University; Ph.D. 1999, (Higher Education), Indiana University

Professional experience: Associate Director & Senior Research Scientist, CEEP

Senior Statistician & Analyst, Synergy Enterprises, Inc.

Associate Director, Indiana Center for Evaluation, Indiana University

Adjunct Lecturer, School of Education, Indiana University

Senior Research Associate, Indiana Center for Evaluation, Indiana University

Overseas experience: People's Republic of China, France, Finland, United Kingdom

Language(s): Spanish (2)

Research specialization: Application of social science research methodology to critical research and evaluation studies, using both advanced statistical analyses (e.g., hierarchical linear modeling or HLM) and in-depth qualitative case study methodology

Recent publications:

Muller, P., Ruddy, A.M., Moss, M. Williams, A. "Inter-organizational collaboration in operations assessment." In Williams, A., et.al. (Eds.), *Innovation in Operations Assessment: Recent Developments in Measuring Progress in Conflict Environments*. North Atlantic Treaty Organization (NATO), 2013.

Muller, P., McCormick, K., Ramos, F. *The Impact and Effectiveness of the Pacific Institutes PX2 Program on High School Students*. Center for Evaluation and Education Policy, 2012.

Distinctions: Principal investigator and project director for more than \$12 million in funded research and evaluation contracts and grants. Principal investigator for the evaluation of four Title VI National Resource and Area Studies Center programs at Harvard University; development and implementation of the evaluations of Indiana University's Title VI programs across the past eight years. Developing a theoretical framework for joint evaluation (collaboration) for the North Atlantic Treaty Organization (NATO)

Anne-Maree Ruddy, Research Associate (full-time)

Center for Evaluation and Education Policy, Indiana University, Bloomington

Education: 1990 BA, Edith Cowan University (Australia); 1996 M. Education, University of Western Australia, 2008 PhD Murdoch University (Australia)

Professional Experience:

2008 – Present Research Associate, Center for Evaluation and Education Policy

2005-2007 Research Assistant, Office of Vice Chancellor for Academic Affairs,
Indiana University, Bloomington

1993-2000 Senior Teacher/Administrator, Corpus Christi College (8-12 school), Perth, Australia

1990-1992 Teacher/Administrator, La Salle College (9-12), Perth, Australia

Overseas experience: Australia, France and Finland

Language(s): French (2)

Research specialization: Designed and implemented protocol and methodology for individual centers and programs including web-based surveys of key stakeholder groups for each of the programs and authored program and center specific reports for each center as well as institutional aggregate reports

Recent publications:

Ruddy, A.M., Prusinski, E., 2012, "Professional development in school improvement: The case of Indiana" *Journal of School Leadership*, Rowman & Littlefield.

Prusinski, E., Ruddy, A.M. and Plucker, J., "Mayors as charter school authorizers: A case study of the Indianapolis mayoral transition" *Research Brief*, National Center of School Choice, Vanderbilt University, 2011

Ruddy, A.M., Prusinski, E. "The evolving school improvement fund" *Academic Leadership*, 2011

Distinctions: Project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. Served as Advisory Board member to US Department of Education postsecondary office providing consultation on a survey administered to students who have completed FLAS programs

Appendix 3 - Faculty Biographical Information

Language competence: Fluent (5); Very Good (4); Good (3); Fair (2); Poor (1)

Library

Gary Hausman (Full-time)

Librarian, South and Southeast Asia Collection, Columbia University Libraries

Education: 1979 BA Chicago; 1982 MA Virginia, 1996 PhD Michigan, 2007 MS, Information Science, North Carolina at Chapel Hill

Professional Experience:

2013- present, South & Southeast Asian Studies Librarian, Columbia University Libraries
2012 – present CONSALD Website Task Force, Technical Team, Committee on South Asian Libraries and Documentation website
2010 – 2013 South Asia Librarian, Firestone Library, Princeton University
2009 – 2010 Collection Services Assistant/Cataloger, Princeton Theological Seminary
2007 – 2009 Scan Center Operator, Internet Archive, Rare Book Collections, University of North Carolina, Chapel Hill, Project Manager, Open Source Risk Management, Durham, NC

Language(s): Tamil (4), French (4), Spanish (4), Hindi (3), Malayalam (3), Sanskrit (3), Urdu (2)

Professional Affiliations:

American Anthropological Association
American Library Association
Association for Asian Studies
Association of College & Research Libraries (ALA subdivision)
History of Science Society
Society for Cultural Anthropology (AAA subdivision)
Society for Social Studies of Science
Society for the History of Technology

CEEP
CENTER FOR EVALUATION
& EDUCATION POLICY

June 27, 2014

Mr. William Carrick
South Asia Institute at Columbia University
Knox Hall, Room 213-219
606 West 122nd Street
New York, NY 10027

Dear Mr. Carrick:

The Center for Evaluation and Education Policy (CEEP) has agreed to provide evaluation and technical assistance for the National Resource Center and Foreign Language and Area Studies Fellowships at Columbia University's South Asia Institute.

With more than 40 years of program evaluation and policy research experience, the purpose of CEEP is to promote and support rigorous program evaluation and education policy research for educational, human services, and non-profit organizations. The Center has over 50 researchers and support staff and conducts over 60-80 evaluation projects a year, with over \$12 million in total research expenditures. CEEP has extensive prior experience and expertise conducting program evaluations at the local, state, national and international levels.

CEEP's experience includes the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities, as well as extensive experience providing evaluation and research technical assistance to federally-funded grantees, including Title VI National Resource and Area Studies Centers, State Department grantees, Teaching American History and the Charter School Grant Program.

We look forward to supporting you on this project.

Sincerely,



Anne-Maree Ruddy, Ph.D.
CEEP Director of Education Policy and Senior Research Associate





DARE TO DO MORE

June 19th, 2014

To whom it may concern:

I write to express the strong interest of LaGuardia Community College, CUNY, in cooperating with the South Asia Institute and the Middle East Institute at Columbia University in a project to promote and improve instruction in South Asian and Middle Eastern studies at LaGuardia and other teaching institutions in the City University system and the New York metropolitan area.

We understand that under this joint project the Institutes would:

1. Assist LaGuardia faculty to develop courses in South Asian and Middle Eastern history;
2. Work with full-time and part-time faculty at LaGuardia who teach world history to strengthen their knowledge of South Asian and Middle Eastern history through reading lists and seminars;
3. Stimulate student and public interest in South Asia and the Middle East by providing speakers at LaGuardia on topics of general interest in these areas; and
4. Continue to work with our faculty to broaden our cooperative efforts in the future.

I am designating Dr. George Sussman, Professor of History and coordinator of our history program within the Social Science Department, as LaGuardia's liaison for this project.

We are excited about the prospect of a connection with Columbia University's distinguished area studies programs and hope that the National Resource Center of the US Department of Education will be able to support this worthy effort.

Sincerely,

Paul Arcario
Provost and Senior Vice President for Academic Affairs
LaGuardia Community College, CUNY